

# School Life

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# School Life

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## Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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## A CHALLENGE TO VOCATIONAL EDUCATION

by Raymond W. Gregory, Assistant U. S. Commissioner for Vocational Education

WITH THE PASSAGE by Congress of the Vocational Education Act of 1946, commonly known as the George-Barden Act, public education in general and vocational education in particular were given a great vote of confidence for the service that had been rendered the cause of education for working people. In passing this act, Congress authorized an appropriation of approximately \$15,000,000 additional over the amount authorized under the George-Deen Act.

## Responsibility

Coincident to the passage of this act is the responsibility for using the funds so appropriated for the further development of vocational education. The States are challenged to use the funds appropriated under this act to stimulate the extension of the program of vocational education in communities that are not now adequately served with such programs and to encourage the establishment of vocational education programs in areas not now served by such programs.

By and large, this is a Nation of working people. The level of living attained by them is in a large part determined by their technical competence. To help increase the technical efficiency of workers as well as to prepare persons for placement in occupations is the aim of vocational education. Funds expended for vocational education, therefore, are an investment, since they are used in making a contribution to the national welfare by aiding workers and prospective workers to acquire and improve this technical competence.

## Measure of Success

The funds appropriated under this act will assist the States and their subdivisions in the further development of vocational education in such fields of service as agriculture, distributive occupations, home economics, occupational information and guidance, and trades and industry. The extent to which the States succeed in making opportunities for vocational education available to greater numbers of people and in a wider variety of occupations—in communities now inadequately served and in areas in which such opportunities are unavailable—will be a measure of success in satisfying the purpose of the act. This is the challenge.

The people of the Nation, speaking through the Congress, have called upon vocational educators to increase and expand the availability of opportunities for vocational education. The authorization of additional funds under the George-Barden Act is, therefore, a commendation and a challenge.



# Education—An Investment in People

by Oscar R. Ewing, Federal Security Administrator

*An address delivered before a general session of American Association of School Administrators, Atlantic City, N. J., February 23, 1948.*

IN THE PAST 6 months I have had an experience which I wish every citizen and every parent could share. Since becoming Federal Security Administrator, I have had an opportunity to study the compelling evidence you educators have gathered as to the great needs and the even greater opportunities of American schools today.

## Six Million Bypassed

I have been digging into this evidence pretty deeply—not, to be sure, as a specialist, but as a citizen, a parent, and a public official. I have been deeply impressed with what you, who are responsible for education, are up against, with all that you have accomplished against great odds. But as I look at education in the United States today, one problem overshadows everything else:

**The fact is that, in spite of all our fanfare about free public education, almost 6 million boys and girls who ought to be in school today aren't there.**

Almost 20 percent of our school-age children and young people are being cheated of their birthright. This is a higher figure than you, or we, have been using. Here is the simple, layman's arithmetic by which I arrived at it.

As of October 1945, there were in this country almost 32 million children and youngsters 5 to 19 years old. More than 3 million of these were 18 and 19. The President's Commission on Higher Education says that half of these older

young people would profit from education above high school. That makes a total of around 30½ million youngsters between 5 and 19 who should be served by the schools. But only 24½ million of them are in fact enrolled. The difference is 6 million—20 percent that education has, somehow, bypassed. Our objective must be to give *all* our children every bit of the schooling to which they are entitled.

I know as well as you do that we cannot open the school door to these 6 million all at once. We should resolve that some day every one of our 30-odd million children and young people will be in school. We may not be able to reach this goal this year or next year. But we can keep moving ahead and you can be sure that I'll do all I can to help you speed that day.

These facts, these figures, about our forgotten children do not sit well upon our national pride. The more people realize that, the better. We need to talk about these facts in season and out. But talk alone is not enough.

The whole country—the individual citizens and their government—must join with you educators in cracking the bottlenecks that are strangling education. These problems may be an old story to you. But I doubt if they are any the less challenging because you live with them day by day.

## Basic Fault Almost Always Lack of Money

Perhaps, because I am a little less immediately involved, I may tend to oversimplify the situation. But the plain fact is that when public school education in States or school districts is bad,

the basic fault is almost always lack of money. There may be some few places where taxpayers could afford better schools and just don't want to pay for them. But on the whole, parents—and most taxpayers are parents—want to give their children the very best they can afford.

States that are not giving their children a fair education are usually trying, but the money just isn't there. You educators tell us, for example, that Kentucky can spend only half as much on each child's schooling as Connecticut, and this in spite of the fact that the people of Kentucky actually devote close to a third more of their income to their schools.

Mississippi has come in for a lot of attention because it spends less than any other State on educating each child. But Mississippi ranks among the 10 top States in the percentage of its income that goes for education. Suppose Mississippi abolished every other government function—roads, law-enforcement, sanitation, public health, welfare, and all the rest. Suppose it then adopted a model taxing system and devoted *all* the resulting tax revenues to education. It would still fall short of what it takes to finance an average public school program.

However you look at it, the South has a tough row to hoe. The District of Columbia and 17 Southern States have 40 percent of our school children and only 20 percent of the Nation's tax income. But this is not wholly a regional problem. All over the country young people in farming regions are at a disadvantage. Is it any wonder they complete less school grades than nonfarm

youngsters when you realize that our farms produce 30 percent of our children and less than 10 percent of our income? Southern farmers in 1940 had the task of educating 17 percent of all school children. But their income was less than 3 percent of the national total.

Let's look at these economic considerations another way. You school administrators know something most laymen don't know—that economic differentials make the same kind of patchwork between communities as between States. A few miles of driving on both sides of the tracks will supply the evidence. In a Midwest area that I know pretty well, each city child gets \$115 worth of education every year—while his neighbor in a nearby small town has to get along on \$63. I doubt, somehow, that the cost of education was twice as high in the larger community. And I strongly suspect that the difference of a few miles leaves the small town children with a 2 to 1 handicap. Such handicaps, however, are never exclusively for home consumption—not in a Nation where distance is no barrier and migration flows freely, from farm and small town to city, from State to State.

Is there any ground for my impression that these differentials may sometimes show up in even more subtle ways? Does it ever happen, for instance, that poor teachers somehow gravitate to poor neighborhoods? I've been advised not to ask this question. And I really hope it is pointless, that the answer is a resounding "no." But if there are any such skeletons in our closets, let's give them short shrift.

In the words of a recent Presidential commission: "The children who need the best schools because their parents and neighborhoods can provide relatively little . . . frequently get the worst."

There is no element of questioning or conjecture about the economic pressure which sends teen-age boys and girls out of school and into the labor market. Here, too, the end result is to distort the ideal of equal opportunity. When war jobs tempted young people to go to work instead of to school, we laid it at the door of the manpower shortage and the comparatively high wages that even youngsters could earn. For many, that was a real temptation.

Today "temptation" is probably the

wrong word. As the cost of living goes up, work is no longer a matter of choice for boys and girls whose families need their earnings to help pay the grocery bill.

Some people don't seem to realize that our "free" education really isn't quite so free as we say it is. You educators know that it costs money to go to a free public school. And I don't mean tax money this time—money for lunch, money for clothes, money for pencils and notebooks. These may sound like pin money to some, but they can add up to something that looks like luxury when family pocketbooks get lean.

I saw some figures the other day that compared years of schooling with family rent. According to this evidence, only 1 child out of 10 went beyond the eighth grade in families that could pay only \$10 a month rent—while in families paying \$50 to \$75, it was 1 out of 3. (These rent figures, by the way, are for 1940, if they seem too low to believe.)

Now don't misunderstand me. I'm not arguing that we should pamper our children. The generation that fought the war has proved for themselves and for their younger brothers that they can carry their full share of responsibility. And the veterans and veterans' wives who are combining college and baby raising on GI allowances have proved that they can still stretch a dollar in the best American tradition. What I do protest—what does come down to economic discrimination—is facing youngsters with the bitter choice between educational malnutrition and literal, physical malnutrition.

### **ABC's of Democracy Should Be Practiced**

But equality of opportunity is not all a matter of dollars and cents. You school people know better than any of us how racial discrimination aggravates economic handicaps, how it places a double burden on the educational system. Two sets of schools, two sets of teachers! How costly this is! How wasteful!

Discrimination has had a lot of attention lately. I think it *needs* a lot of attention. I feel deeply about it—and so do you. Most people in this country want to do something about it. We cannot be complacent while large numbers

of Americans do not receive their birthright. You cannot do your full job as educators until all of us as citizens learn — and practice — the ABC's of democracy.

Negroes are our biggest minority group. But there are the Mexicans, the Nisei, and all the others. Let's remember them, too. America is great—partly because we are a melting pot of many minorities, each of whom has contributed richly to our common heritage.

Since Negroes make up 95 percent of our nonwhite population, let's take a quick look at education from their point of view. In 1940, more than 90 percent of our native whites had completed at least 5 years of grade school. Less than 60 percent of the Negroes had even this much education. Almost 30 percent of the whites finished high school, but only 7 percent of the Negroes.

We cannot excuse this record by saying the Negro has less capacity for education. The President's Commission on Higher Education firmly points out that this just isn't so. Scientific studies in anthropology and physiology debunk any such assumption.

### **Shortages Aggravate Problems**

Aggravating all these problems are the shortages—of buildings, of equipment, of teachers. Studies of the Federal Security Agency indicate that present plant needs for elementary and secondary schools alone total almost 7½ billion dollars. And this takes no account of the 6 million children who ought to be, but are not now, attending school. If we are to plan for them, too, our total plant needs will run to about 9½ billion dollars.

Of course, I realize that a good building doesn't of itself make a good school. Without good teachers, the best plant in the world is of almost no value. And everyone knows from personal experience that a good teacher can create true education even in the most meager setting. Such teachers have enriched our lives and those of our children. But do we have enough teachers? Do we have the right kind of teachers? Again the answer is in large part money.

I am told that at least 50,000 children who are eager for an education



are getting no schooling whatsoever. Why? Because their school boards cannot get any kind of teachers for them at the miserable salaries they can offer. Probably another million children who attend irregularly, in spite of State laws, are not brought back into the schools. Why? Because the schools have neither room nor teachers for them.

Specialists inform me that in at least one classroom out of eight, "education," so-called, is in the hands of unqualified men and women. More than 100,000 teachers do not meet standards which the States themselves have established. Why? Because for years teaching has been a forgotten profession, in terms both of prestige and of financial reward.

No fact about education seems to me more disturbing. It was a real shock to me to learn that from 1941 to 1945 more than one-third of a million qualified teachers, over and above the normal turn-over, left their schools for military service or better paying jobs. For the most part, they have not gone back.

Why should they? Who wouldn't stay in the green pastures of better paying jobs? I have yet to see a teacher breaking into the upper income brackets. If teachers' salaries ever do make front-page headlines, it's only because the pay is so low. In the rich years from 1941 to 1945, weren't around 60 percent of our teachers getting less than \$2,000—and 16 percent, less than \$1,200? I share your satisfaction that teachers' salaries have gone up—as much, I am sure, as hard-pressed communities can generally afford.

But the picture is still black. I wonder, for example, how our school staffs will keep up with the birth rate. In the last 5 years, 13 million babies have been born. Before too long, these babies will be heading for school. How many teachers are heading in the same direction? Just to take one example, I understand that Illinois will need 6,000 or 7,000 more elementary teachers in the next 5 years—but only about 100 elementary teachers were graduated in the State last year.

### **Educational Credo Strengthened**

Facts like these cast disturbing shadows across our American ideal of

education for all. But it is not an ideal we can or will relinquish. For myself, the intensive briefing of the last 6 months has only strengthened my educational credo. Here it is:

I believe that the teaching profession should be made so attractive—not merely in financial rewards but also in status, dignity, and honor—that our most able, brilliant, and wise citizens would compete for teaching positions. A teaching appointment ought to become one of the loftiest goals to which ambition can aspire.

I believe we must give every child the education for which he is qualified. This means schooling for practically all our children up to 18. It means at least two additional years for half the 18- and 19-year-olds. According to the Higher Education Commission, it also means that a third of our population has the further ability to complete advanced liberal arts or professional training.

Educating all our children is no fantastic dream. It is the very stuff of democracy. It is an essential of individual and national stability. But no one could possibly think it is easy.

All these facts, it seems to me, argue for Federal aid. How else can we begin to translate our objectives into reality?

For almost 20 years, nonpartisan commissions of distinguished educators and civic leaders, serving in succession under three different Presidents, have come up, patiently and persistently, with this same conclusion. Fourteen major bills for Federal aid were introduced into the House of Representatives last year alone. President Truman's Budget Message to the Congress includes \$300,000,000 for educational aid.

So here is the last point in my credo: With the President, I believe Federal aid is essential. It should help to make equality of education a reality all over the country—by overcoming economic, racial, and regional discrimination, by contributing to community colleges, by establishing college and graduate scholarships, as proposed by the President's Commission.

### **Action Must Come Soon**

I needn't discuss these questions of ways and means with you. I am confident that you who are experienced in

this field can work out technical points—just as I am confident we can find some answer to differences of opinion on policy issues, including the admittedly difficult problem of Federal aid to nonpublic schools. It is simply unthinkable that the people of this country cannot move forward together on a program that will resolve these differences in the interests of children. Surely they come first.

The situation we are now facing is no overnight crisis. It has been developing for years—with war and post-war pressures serving only to push it closer to catastrophe. You have seen it coming and you have patched and prodded. If you had not made fighting advances against inertia and indifference, we would be still further from the goal than we now are.

Yet any of us who are parents knows that youth has no time for tactics of delay. Children grow up—with or without benefit of education. The boy whom the schools failed to serve 20 years ago has children of his own looking to the schools today. "Like father, like son" can spell despair if no door to opportunity opens.

Twenty years from now—10 years—5 years—I hope we will be telling a different story. I have a couple of grandchildren coming along. I shall be measuring our success for *all* our children in the human and personal terms of my concern for these grandchildren.

Perhaps this is one of the times when patience ceases to be a virtue. The Congress is alerted. You school administrators and teachers are set to go. Parents and public spirited citizens are ready to give their full support. Children and young people can't wait.

Action—the first steps toward a new birth of freedom—must come soon.

Before closing, let me mention a measure now before Congress which would raise education along with other services of the Federal Security Agency to the place of importance they should hold in our Government. I mean legislation that would create an Executive Department with Cabinet status to administer these various programs. I hope we shall soon have a Secretary in the President's Cabinet who will represent every citizen in the important factors of daily living—health, education, social security, and general welfare.

## PAN AMERICAN DAY

APRIL 14

PAN AMERICAN DAY originated in a resolution adopted by the Governing Board of the Pan American Union on May 7, 1930, reading as follows:

**WHEREAS**, It would be desirable to recommend the designation of a date which should be observed as "Pan American Day" in all the Republics of America and which should be established as a commemorative symbol of the sovereignty of the American nations and the voluntary union of all in one continental community;

**WHEREAS**, April 14th is the date on which the resolution creating the Pan American Union was adopted, The Governing Board of the Pan American Union

**RESOLVES**: To recommend that the Governments, members of the Pan American Union, designate April 14th as "Pan American Day" and that the national flags be displayed on that date.

Pursuant to this recommendation the President of the United States issued a Proclamation calling upon

the schools, civic associations, and people of the United States generally to observe the Day with appropriate ceremonies, thereby giving expression to the

spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the Government and people of the United States entertain toward the peoples and Governments of the other Republics of the American Continent.

Proclamations have been issued and legislation enacted in all the other American Republics setting aside April 14th as Pan American Day.

Today, Pan American Day has become one of the significant anniversaries of the Continent. It is the only day set apart by the Governments of an entire continent to symbolize their common bonds and their common hopes for a system of international relations based on mutual respect and cooperation. The observance of Pan American Day by government leaders, as well as by educational institutions, clubs, commercial associations and other groups, and its recognition by the press and radio, convey its message of solidarity to young and old throughout the Continent. It has become a powerful agent in bringing about a closer understanding among the nations of the Western Hemisphere.

The theme for 1948—the eighteenth annual observance of the Day—is

**THE AMERICAS MUST SERVE MANKIND**

### Write to Pan American Union

*The Inter-American System* is the title of a new bulletin issued by the Pan American Union. Its chapters include: The Inter-American System in the New World Era; The Americas; Cooperation—Keynote of the Americas; Conferences—Foundation of the System; The Pan American Union and Other Agencies; Hemisphere Peace and Security; Economic and Social Relations; Cultural Relations; The Inter-American System and the World Organization.

Copies of *The Inter-American System* may be obtained by writing to the Pan American Union, Washington 6, D. C. Other materials helpful in observance of Pan American Day, April 14, may be obtained upon request to the Union.

### Audio-Visual Materials for Social Studies

THE Eighteenth Yearbook of the National Council for the Social Studies is described as a "handbook for the social studies teacher" in the use of audio-

visual materials. In it, some two dozen authors, under the editorship of William H. Hartley, define principles and give illustrations of the use of various media with application to the teaching of the social studies in elementary and secondary schools.

The volume, *Audio-Visual Materials and Methods in the Social Studies*, was planned with the advice of over 50 specialists in the field. In selecting this subject for its 1947 Yearbook, the Council, a department of the National Education Association, is capitalizing on the widespread interest in audio-visual materials developed by the experience of the armed forces during recent years. Not that that experience produced any results surprising to educators familiar with the teaching powers of audio-visual materials. This is a case of re-examination. It is an effort to apply that experience to the social studies in particular. And, so that none may forget, the authors remind us that audio-visual materials supplement traditional teaching methods and do not substitute for the teacher.

The first three chapters serve as a general introduction to the subject and discuss: The role of audio-visual materials in developing social learning, lessons gained from the armed forces and their meaning for teaching of the social studies, and administrative practices which make for effective use of audio-visual materials.

Chapters on various media follow: Excursions, field studies; realia, museums, laboratories; still pictures, filmstrips, lantern slides; posters, charts, cartoons; maps; films; radio; and recordings. In the discussion of most of these medium groups, the pattern is a statement of principles, followed by a description of the application of those principles in specific teaching situations—usually by separate authors. The advantages and limitations of each medium are brought out in the process.

Two lists, one of selected readings and another of sources for audio-visual materials, appear as appendixes. The 214-page book is priced at \$2 paper-bound and \$2.50 cloth-bound and may be purchased from the National Council for the Social Studies, 1201 Sixteenth St. NW., Washington 6, D. C.





Delegation of the United States of America to the Ninth Pan American Child Congress.

## Ninth Pan American Child Congress, Caracas, Venezuela

by Hazel F. Gabbard, Specialist in Extended School Services

**F**LAGS of the Americas waved in front of the large modern Liceo, "Andrés Bello," to welcome the delegates to the Ninth Pan American Child Congress in Caracas. At the opening of the Congress delegates from 13 North and South American Republics assembled at the secondary school in the heart of the Venezuelan capital, which was the conference headquarters. Those countries represented were: Argentina, Bolivia, Brazil, Colombia, Chile, Costa Rica, Cuba, Ecuador, Guatemala, Panama, United States of America, Uruguay, and Venezuela. Two or three was the usual number of delegates from a country, though in several instances the delegations numbered five or six.

It was an impressive sight to watch the arrival of this international body at the "Andrés Bello." One by one they came in official cars provided by the Venezuelan Government. Each

delegation could be identified by its national flag which was mounted with the flag of the host country on the front of the automobile in which delegates rode. Members of the Venezuelan Organizing Committee were at the entrance to greet the delegations and to usher them to the secretariat where credentials were presented and the formalities of registration completed.

The Venezuelan Organizing Committee had laid careful plans for the Congress. The headquarters provided postal, telegraph, and radio offices; money exchange, information and news service; secretarial and automobile service; and colorful and restful lounges in which to converse with other delegates. The exhibits along the wide corridors presented graphically and artistically the facts and essential features of the health, education, and welfare programs for children and youth in Venezuela. The corridors of the building

opened on the typical Spanish flagstone patios which were gay and colorful with the bloom of many tropical flowers and fruits. In this setting of beauty and spaciousness the delegates felt the friendly hospitality which the Venezuelans extended to them.

### **Well-Being of All Children in Americas**

Far more important, though, than these details of the arrangements and facilities of the Congress was the purpose which brought this body together for a 5-day session. Since the first Pan American Child Congress held in Buenos Aires in 1918, these Congresses have become an increasingly effective instrument to promote cooperation in sharing information and experience concerning health, education, and welfare services for children and to improve the health and well-being of all children in the Americas.

Under government auspices, subsequent Congresses have been held in Montevideo, Uruguay, 1919; Rio de Janeiro, Brazil, 1922; Santiago, Chile, 1924; Havana, Cuba, 1927; Lima, Peru, 1930; Mexico City, Mexico, 1935; and Washington, D. C., U. S. A., 1942. Prior to the fourth Congress in 1924, the United States was represented unofficially, but since that time official delegates have been selected.

### **Official Delegates**

Accepting the invitation from the Venezuelan Government as host, the United States sent five official delegates. The representatives were chosen from health, education, and welfare fields to serve on the technical commissions and to represent the Government at the plenary sessions, at which time action was taken on issues before the Congress. Appointed by the President of the United States as official delegates to this Congress were:

**KATHERINE LENROOT**, Chairman of the Delegation and Chief, U. S. Children's Bureau.  
**Mrs. ELISABETH ENOCHS**, Secretary of the Delegation and Director of the International Cooperation Service, U. S. Children's Bureau.

**KATHRYN GOODWIN**, Assistant Director, Bureau of Public Assistance.

**HAZEL F. GABBARD**, Specialist for Extended School Services, U. S. Office of Education.

**Dr. WILLIAM J. FRENCH**, County Health Officer, Anne Arundel County, Md.

### **Representatives and Observers**

In addition to the official delegates from the United States, national and international organizations interested in the Congress and recommended by the United States Organizing Committee were invited to send representatives. These delegates had the status of "miembros de numero," or regular individual members of the Congress. There were also those classified as "observers."

Eleven organizations in the United States sent delegates. They were: Association for Childhood Education, International; National Congress of Parents and Teachers, Child Welfare League of America, Federal Council of Churches of Christ in America, National Catholic Welfare Conference, American Association of Nursing, American Public Welfare Association, American Red Cross, American Association of Social Workers, American Association of Settlements, American Public Health Association.

Three additional organizations sent observers to the Congress. They were: International Children's Fund, Pan American Sanitation Bureau, Save the Children Foundation.

The curtain lifted on the Ninth Congress with trumpets outside the auditorium playing the Venezuelan national anthem. The delegates remained standing as President Rómulo Betancourt with his ministers, diplomatic corps, and other important officials of the Congress marched up the aisle and took their places on the platform. The President then welcomed the official members of the Congress appointed by the respective governments of the American Continent. The main address was given by Dr. Edmundo Fernández, Venezuelan Minister of Health and Social Welfare, who traced the progress which had been made by his country in providing health and welfare services for children and spoke of the goals for the improvement of these programs in the future. Two of the American delegates spoke briefly, Dr. Lenroot, as Vice President of the American International Institute for the Protection of Childhood at Montevideo, and Mrs. Enoch, representing the Pan American Union, Washington, D. C.

At the close of the morning session the delegates attended a reception at Miraflores, the palace of the President, and journeyed to the tomb of Simón Bolívar at the National Pantéon to place a wreath and pay honor to the memory of the liberator of Venezuela.

Preparation of the program of the Congress had been the responsibility of the Venezuelan Organizing Committee and the American International Institute for the Protection of Childhood. The program was planned around four major fields: Pediatrics and Maternal and Child Health; Social Welfare and Legislation; Education; and Inter-American Cooperation. To each participating country was assigned the preparation of a special report on a subject on the agenda. In order that the delegates might be familiar with each of the other subjects and so be prepared to provide the necessary documentation as regards the theory and practice in their own country, it was requested that discussion papers be brought on these topics for the Commission meetings. For example, the Commission on Education

had seven areas for consideration on its agenda: Recreation for the Child in His Out of School Hours; Education of the Preschool Child; Education in Rural Localities; Progressive Education; Vocational Training; Social Work and the Schools; and Agriculture and Homemaking Education.

The reports brought by the different countries were made available in both Spanish and English, but the meetings were conducted in Spanish. Following the presentation of the reports, the Chairman of the Commission appointed a technical committee to draw up a statement embodying the conclusions and recommendations on the topic. The statements were then submitted to the Commission for approval and amendments. Later the summary statements were presented to the Plenary Session for action by the whole membership of the Congress.

### **Reports on Education**

The reports on education revealed trends in the North and South American countries which have more similarity than difference. In fact, many of the views were those frequently expressed in educational conferences in the United States. The conclusions reached by the Commission on Education may be summarized briefly, as follows:

There was a growing conviction that the school must assume more responsibility in providing recreational opportunities and in the guidance of leisure time activities for children and youth. Several countries proposed that the school become a community center, a focal point around which all programs for youth are organized. A conclusion reached by the Commission was that co-operative planning of school and community agencies should be encouraged to extend and improve recreational programs for children and youth. Special attention was called to cooperation with the movies, the radio, the press, and other commercial interests in providing programs of high quality and standards. Frequent reference was made to the importance of supervision and trained leadership for programs in which youth participated.

Over and over again the papers stated that the preschool years are the most important years for laying the foundation of learning in the life of a child.



Belief was expressed that guidance of the child at home and at school should go hand in hand, with parents and teachers as partners. Special attention was called to the need for continuity in the education of young children and articulation of these programs with that of the elementary school. Extension of educational opportunities for young children could not go far, it was pointed out, without increased efforts on the part of teacher-education institutions in the preparation of teachers in early childhood education. Centers for experimentation and demonstration should be set up to interpret and promote understanding of programs for young children. Conviction was expressed that educational programs should be made available to all children of preschool age.

Special interest was registered by all countries regarding rural education. It was thought that one of the most pressing problems in education today is that of wiping out illiteracy and of intensifying efforts in the rural communities where educational opportunities have been neglected. The school is the institution which can help to raise living standards and enable the people in the rural areas to use their natural resources. However, a realistic program based on the needs and problems of the community was considered essential. Such a program should reach adults as well as children and be designed to give basic knowledge on hygiene and sanitation, child care, nursing, homemaking, and farming.

Progressive education, as defined by the Commission, embodies a democratic philosophy based on the rights of the individual and the development of mature social relationships. Application of these principles of modern education must begin first in the teacher education institutions in order that teachers may carry them over into practice in their work with children. Progressive education makes use of the scientific findings of child growth and development just as it strives to keep pace with technological developments. Further it implies that education should influence the ethical development of human life and should guide the individual to build a set of values in harmony with a democratic society.

That the methods used to attain these objectives in education would vary in the individual countries and their problems could not be solved by adopting a pattern from another country was pointed out by several delegates. That the government should provide funds and give all assistance possible in strengthening education was an opinion generally held by all the countries represented.

This brief review of the issues which were before the Commission on Education and the trends which were reported in the papers will give an appreciation of the problems which confront educators to the south of us. It is not possible to present here a digest of the findings in the other areas of the Congress, though they would no doubt hold interest for educators.



The secondary school used as headquarters for the Congress.

### Summarizing

In summary it may be said that the work of the Congress culminated in a body of recommendations and resolutions directed to the attention of the American International Institute for the Protection of Childhood, now considered the official organ of the Pan American Child Congress and located at Montevideo, Uruguay. Reference to several of the resolutions which were passed suggests some of the problems on which the Institute staff is requested to take action.

1. That the American Republics be urged to intensify their cooperative activities, especially in relation to the loan of technical personnel, the organization of training programs, the provision of

fellowships and the opportunities for study and observation in the fields of maternal and child health, education and social services.

2. That the Ninth International Conference of American States<sup>1</sup> give due recognition to the special needs of children and youth, and to the importance of effective cooperation among the American countries in the solution of the following problems: Protection of Child Health, Social Protection, Education, Training of Personnel, and Inter-American Cooperation.

3. That the American International Institute for the Protection of Childhood consult with the Pan American Union and the inter-American organizations operating in related subject fields as to the most effective ways of carrying out such resolutions and recommenda-

tions as the Ninth International Conference of American States may adopt on the subjects of inter-American cooperation in matters pertaining to education, social services, and social security.

4. That the problem of nutrition of the children of the world, whether in countries devastated by war or in countries whose economic resources are as yet inadequate to support a high standard of living for the masses of the people, constitutes one of the gravest problems of childhood. The Congress, therefore, requests that the American International Institute for the Protec-

<sup>1</sup> The Ninth International Conference of American States meets at Bogota, Colombia, March 31, 1948.

tion of Childhood explore the ways in which the experience of the International Children's Emergency Fund, the Food and Agriculture Organization, and the Pan American Sanitary Bureau may serve to encourage intensified effort to raise the standards of child nutrition in all the American Republics and to extend and improve child feeding programs adequately related to health and social services for mothers and children and the education of parents in the principles of child feeding and child care.

The next Pan American Child Congress will probably not be held for 3 or 4 years. In the meantime, there are a number of ways in which we in the United States can continue to show our friendship and cooperation with our South American neighbors in working for better education for children.

1. We can invite these countries to send representatives to educational conferences in the United States. Several delegates plan to attend the A. C. E. Conference in St. Louis this year.

2. Publications on educational programs for children, including bulletins, pamphlets, and picture books, can be sent to the American International Institute for the Protection of Childhood at Montevideo. A quarterly news bulletin is issued by the Institute for distribution to all member countries of the Congress.

3. We can make an effort to learn more about our South American neighbors by reading news items, articles, and current reports published.

4. We can learn to speak Spanish so that we can communicate with visitors when they come to see us or we go to visit their country.

## UNESCO—Progress in 1948

JULIAN HUXLEY, Director-General of UNESCO speaking to the sixth session of the UNESCO's executive board in Paris recently, reported on the organization's progress during the early part of 1948. Among the advances discussed by Dr. Huxley were the following: (1) Plans for promoting understanding among peoples through the help of 20 nations in making 48

documentary films and through the use of press and radio toward the same goal, (2) granting of 13 study fellowships and the allocation of other funds for additional fellowships, (3) creation of an international theatre institute.

"I have been able to observe," Dr. Huxley said, "... very encouraging signs of a dynamic and efficient activity which are manifest in all sections of the programme and in the administrative and technical services..."

Chief item on the agenda of the Executive Board meeting was the 1948

world program. Other items included: Activities that might be undertaken with Germany and Japan and plans for the third session of the General Conference of UNESCO to be held in Beirut, Lebanon, in November 1948.

## Educational Meetings

*American Association for Health, Physical Education and Recreation, National Education Association*, April 19-23, Kansas City, Mo. Secretary, BEN W. MILLER, 1201 Sixteenth Street NW., Washington 6, D. C.

*American Association of Collegiate Registrars*, April 19-22, Philadelphia, Pa. Secretary, GUSTAVE E. METZ, Clemson Agricultural College, Clemson, S. C.

*Association for Childhood Education*, April 19-23, St. Louis, Mo. Secretary, MARY E. LEEPER, 1201 Sixteenth Street NW., Washington 6, D. C.

*International Council for Exceptional Children, National Education Association*, April 25-28, Des Moines, Iowa. Secretary, Mrs. BEULAH S. ADGATE, Saranac, Mich.

*Music Educators National Conference, National Education Association*, April 17-22, Detroit, Mich. Secretary, C. V. BUTTELMAN, 64 East Jackson Boulevard, Chicago 4, Ill.

*National Association of School Social Workers*, April 18-24, Atlantic City, N. J. Secretary, MILDRED SIKKEMA, 130 East Twenty-second Street, New York 10, N. Y.

*National Association of Training Schools*, April 20-22, Atlantic City, N. J. Secretary, CLYDE L. REED, Boys Republic, Farmington, Mich.

*National Conference of State Directors and Supervisors of Special Education*, April 29, Des Moines, Iowa. Secretary, ESTHER LIPTON, State Department of Education, Augusta, Maine.

*National Society for the Prevention of Blindness, Inc.*, April 5-7, Minneapolis, Minn. Secretary, REGINA E. SCHNEIDER, 1790 Broadway, New York 19, N. Y.

*Society of State Directors of Health, Physical Education and Recreation*, April 17-19, Kansas City, Mo. Secretary, SIMON A. McNEELY, U. S. Office of Education, Washington 25, D. C.



## The FREEDOM TRAIN The AMERICAN WAY

THE RED, white, and blue Freedom Train is taking to the people in many parts of the United States evidence of the historical background for our democratic way of life. The train carries many documents covering the period of time from the beginnings of this Nation down through World War II. Elementary school children will be more interested in some items than in others because of characters with whom they are familiar or events about which they have read, seen in the movies, or heard described over the radio.

There is the letter by Christopher Columbus on the discovery of America; there is the Mayflower Compact; there is the original manuscript of "The Star Spangled Banner"; there are Lincoln's Gettysburg Address, the United Nations Charter, the German surrender documents, and the Iwo Jima Flag. These and other records trace the development of our United States of America through the first periods of settlement and colonization, the fight for freedom, and the adoption of the Constitution; and they emphasize in later periods the emancipation of the Negro, the fight for women's rights, freedom of the press, the United Nations, and our part in the victory of World War II. These milestones in the making of our Nation are the heritage of every American boy and girl. Not all children can or will actually see the exhibit, but the journey of the Freedom Train can motivate the study of the great historical documents that are basic to our democratic way of life in the United States.





# Resolutions of the National Council of Chief State School Officers

THE NATIONAL Council of Chief State School Officers at its meeting in Los Angeles in December adopted the following resolutions.

## **Grant for Rural Education**

The grant of the W. K. Kellogg Foundation to the Michigan State Board of Education for the National Council of Chief State School Officers for the improvement of rural education has been productive of much thinking on the part of State departments of education on how to effectuate the findings of the National Conference held at Ann Arbor, November 7, 1947. While many of the departments have already put into operation activities which are designed to promote better educational practices in State and community relationships, there remains much experimental and practical training of State department personnel to be undertaken. Because of these needs, we authorize the Special Projects Committee to continue efforts to secure foundation assistance for the purpose of putting into operation greatly improved plans of operation in rural areas.

## **Transportation Conference**

The results of previous transportation conferences have demonstrated important values to education. In view of these excellent results we sponsor and urge support of the forthcoming conference on transportation to be held at Jackson Mills, October 3-8, 1948.

## **Steel for School Bus Requirements**

The probability of heavy steel demands for domestic and foreign needs places an exceptional load upon our steel producing resources. At the same time, the need for school bus transportation has been greatly accelerated in order to better meet the educational requirements of our children. School bus production has remained in a state of imbalance partly because of increased demand and partly through the lack of materials, particularly sheet metal.

The possibility of steel allocation in order to better serve important needs appears to be a probability.

Therefore, be it Resolved by the National Council of Chief State School Officers, that if governmental allocation of steel is made, our legislative committee is authorized to present the transportation requirements of America's public schools to the proper authorities to the end that a satisfactory allocation of steel be made to continue production of school busses.

## **Federal Aid Stand Reiterated**

It is our expressed purpose to reiterate our stand on the urgent need for Federal aid to the States for the purpose of assisting the States and local school districts without Federal domination or control in the financial support of public education.

## **Federal Aid for Health and Physical Education**

If Federal aid for health and physical education is to be provided by the Congress, it is the belief of the National Council of Chief State School Officers that the following basic principles should be observed:

1. Good health and physical well-being are worthy educational objectives, the widespread attainment of which will require school health services and instruction in health and physical education for pupils and their parents.

2. Instruction in health and physical education is clearly a responsibility of the school.

3. Rather than being a separate entity, health instruction should be considered as an integral part of the total instructional program and an integral part of the total health program of the school and the community.

4. School authorities should provide and administer a program of school health services. All of the health services which can best and most efficiently be provided *at school* should be included in the program administered by school

authorities. Services of any kind, health or otherwise, for which school authorities cannot be held administratively responsible should be provided elsewhere than at school. School authorities should be held responsible for all that goes on within the school. This principle is based on the broad and basic understanding that activities which necessarily take place within any agency or institution should be the responsibility of that agency or institution.

5. Educational administration should be responsible for assuring that:

(a) Maximum educational value is gained from health services provided at school.

(b) School health services are closely related to the instructional program, the general activities, and administrative policies and plans of the school.

(c) School health services will have the necessary educational follow-up with pupils and parents.

6. Any program of school health services should be flexible enough to permit the administratively responsible school authorities to utilize fully all the technical services that may be provided either free or on a reimbursable basis by city, county, State or other public health departments, and to secure through contractual arrangements those essential services that are not available from such public sources, but which may be purchased from private physicians, dentists, nurses, and other qualified personnel on either a full-time or a part-time basis.

7. The program of school health services administered by school authorities should include:

(a) Daily health inspection by the teacher or the school nurse to observe deviations from normal health conditions.

(b) Medical, dental, and other health examinations at intervals by qualified professional technicians as an inventory of the child's health status.

(c) Current and frequent health examinations of pupils participating or planning to participate in the various forms of competitive athletics or sports and the more strenuous school activities in general, including vigorous physical education exercises.

(d) Referral to the parents and to the family physician or dentist and/or to appropriate public health authorities of those cases needing medical diagnosis and treatment.

8. Any Federal funds for stimulating, promoting, administering, supervising, or providing or assisting to provide school health services should be made available through the U. S. Office of Education as grants-in-aid to State education agencies.

Federal acts and regulations should not prohibit the administratively responsible State education agency from utilizing to the fullest extent possible under State law all of the technical services that may be available from State and local public health departments.

9. No Federal funds, Federal acts, or Federal agency regulations should be used to require or to enable any Federal official to require either joint administration of a program by separate State agencies, or the concurrence by one State agency in a program for which another State agency is legally responsible.

10. Finally, it is the belief of the National Council of Chief State School Officers that all programs of education, including health and physical education, should be included in a general aid program when and if such legislation is passed by Congress.

### Surplus Property

Present arrangements for the distribution of "Surplus Property" resulting from the war may expire June 30, 1948. There is a likelihood that the entire act may be reworked and that the provisions for education securing such property may be revised or modified.

Therefore, be it Resolved, that we direct the legislative committee to take appropriate action to preserve for education an opportunity to secure surplus property on even more liberal terms than at present and to take into consideration the following principles of distribution:

1. The U. S. Office of Education, Federal Security Agency, shall be endowed with the authority and funds necessary therefor to allocate among States property surplus to the Department of National Defense.

2. Property surplus to the Department of National Defense and of use to

educational institutions, as determined by the U. S. Office of Education, shall be considered donable.

3. Such property shall be donated and transferred to State departments of education for distribution to tax-supported educational institutions and instrumentalities and to other nonprofit educational institutions which have been held exempt from taxation under Section 101 (6) of the Internal Revenue Code.

4. The U. S. Office of Education, Federal Security Agency, and the State departments of education of the respective States shall designate personnel in each State to locate and secure property surplus to the Department of National Defense.

### Strengthening American Democracy

The teaching of American Democracy, always a supreme obligation of the nation's schools and colleges, must now be made more effective than ever before. It is fitting that the official educational agency of our national government exert leadership in promoting a program which calls for Nation-wide action. The National Council of Chief State School Officers, therefore, commends the United States Office of Education for its timely inauguration of the Nation-wide educational program, *Zeal for American Democracy*.

We are witnessing a gigantic world-wide struggle between the ideologies of totalitarianism and democracy. While the more bitter clashes are centered in Europe and in Asia, the conflict nevertheless extends to the United States. The outcome of this conflict will have profound effects in shaping our American institutions for years to come.

It is no longer enough to assert the undeniable truth that universal education is indispensable in a democracy. Education in a democracy must be education for a democracy. Schools and colleges as public institutions in a democracy are under the solemn obligation to maintain the freedom necessary to prepare their students to take part intelligently and thoughtfully in the various phases of our everyday life. Our schools play a vital part in creating intelligent devotion to democracy. Traditionally, the schools are a major channel by which the American democratic faith is perpetuated.

Early forms of absolute government did not require universal education. Indeed, at times they felt themselves threatened even by the spread of literacy. Totalitarian States today place great emphasis on certain types of education. Totalitarianism requires regimented training for automatic response and unquestioning acquiescence to authority. Conversely, American democracy with its emphasis upon the intrinsic worth of the individual human personality is based upon intelligent response to changing situations and free commitments to loyalties created by the enlightened judgment of the people. Hence, we as educators need to intensify our promotion of the educational processes, methods, and materials which embody our democratic faith. Nor is this sufficient. Within our boundaries there is a vast inadequacy and inequality of educational opportunity for our people. We will, however, work unceasingly toward the attainment of the democratic ideal of equality of educational opportunity as a major objective of our organizations.

Since education is the legal responsibility of the States, the National Council of Chief State School Officers, representing as it does official educational agencies of the several States, recognizes its tremendous responsibility in the furtherance of the program, *Zeal for American Democracy*. We therefore pledge our full cooperation in strengthening American democracy and take the following positive actions to that end:

1. Our executive committee is hereby designated to act as a liaison committee to work with the United States Office of Education in such ways as may be necessary in promoting this program.

2. We URGE our members to create a climate of opinion in their respective States which will encourage teachers to present the facts about totalitarianism in order that all may see clearly its purpose to subvert our American freedoms.

3. We URGE our members to participate in and provide a just share of the leadership for such national and regional conferences as may be called for the purpose of promoting the program.

3. We URGE our members to participate and to conduct such State-wide and local conferences as are needed to make effective the implementation of the program.

Herein we reaffirm our avowed pur-



pose to exercise the leadership inherent in the official positions we hold in developing a resurgence of belief in the basic freedoms which are indispensable to the preservation of our American way of life.

### **U. S. Office of Education Under Separate Board**

We reaffirm our stand on the importance of placing the United States Office of Education under a separate board. The separate board advocated by outstanding educational leaders is the best type of organization to preserve the integrity and highest efficiency of education. Throughout the Nation there are many examples on the State and local levels of the value of the separate board. The extension of this type of organization to the United States Office of Education would influence national thinking in the proper direction and would help to insure this most desirable type of organization on the State and local levels. Therefore, be it Resolved, that we direct our legislative committee to work for the legislative provision of Senate Bill 1239 or a similar measure which would embody the principles for which we stand.

### **Planning Committee Work Conference Sponsored by the United States Office of Education**

Be it Resolved, that the National Council of Chief State School Officers commend U. S. Commissioner of Education, John W. Studebaker, for providing funds, facilities, and staff consultants for the September 29-October 3 conference on Problems of School Administration. This conference of 25 participants was held in Washington, D. C., and was conducted by the Planning Committee. The Conference through its special project committees prepared preliminary drafts of the reports presented to the council at its annual meeting in Los Angeles. Work conferences of this type financed by the U. S. Office of Education have been fundamental to the success of the program of the Council. The Council hereby expresses the hope that such cooperative arrangements may be continued.

### **Request for Studies by United States Office of Education**

Be it Resolved, that the Council hereby requests the U. S. Office of Edu-

cation to make, as soon as feasible, studies on the following problems:

1. Constitutional and statutory bases of State educational authorities and State departments of education.

2. Personnel and personnel policies of State departments of education.

3. The organization of State departments of education.

4. The preparation (in cooperation with others) of a manual on educational public relations which would incorporate the point of view expressed in the report on "The Responsibility of State Educational Authorities for Improving Educational Public Relations."

These studies are essential to the completion of Council projects assigned to the Study Commission.

### **Invitation to National Rehabilitation Association**

There are many problems of common interest to the National Rehabilitation Association and to the National Council of Chief State School Officers. Vocational Rehabilitation Services in the States are administered by the State Board for Vocational Education and usually the Chief State School Officer is the closest advisor or the Executive Officer of the State Board. If the annual National Conferences of the two groups could be held at the same place and at about the same time it would stimulate common interest of the two groups and allow members of each group to attend meetings and to participate in the program of the other group. It will stimulate a closer working relationship and result in a more efficient solution of the common problems of education.

### **Vocational Rehabilitation on Educational Function**

There is an effort on the part of some agencies and individuals to transfer the Office of Vocational Rehabilitation to the Department of Labor, removing it from the Federal Security Agency. We, the National Council of Chief State School Officers, feel that vocational rehabilitation is a definite function of education. We oppose, therefore, the transfer of vocational rehabilitation to the Department of Labor because this would divide educational functions into two different departments of the Federal Government. We believe voca-

tional rehabilitation can function best if again returned to the U. S. Office of Education. All handicapped persons served by the Rehabilitation Division need counsel and guidance which is a function of education. The majority of the cases served need vocational training to fit them for selected objectives consistent with their disabling conditions which is definitely a function of education.

Therefore, be it Resolved that we, the National Council of Chief State School Officers, in annual conference, oppose the proposed transfer of vocational rehabilitation to the Labor Department and request that the Agency be returned to the U. S. Office of Education, and that copies of this resolution be sent to the President of the United States, the Administrator of the Federal Security Agency, the Director of the Federal Office of Vocational Rehabilitation, and to the Chairman of the Judiciary Committees of the Congress of the United States.

### **Study of Preparation for Educational Administration**

Competent and effective educational leadership is essential in every State for the proper development and improvement of the educational program. The Planning Committee of the Study Commission has proposed a study of the preparation of educational administration, and the National Conference of Professors of Educational Administration has expressed its interest in cooperating in such a study.

Therefore, be it Resolved, that the Planning Committee of the Study Commission is hereby requested to undertake, during the coming year, a study of the preparation of educational administrators to the end that desirable policies may be proposed, and that arrangements be made, if possible, for this study to be carried out with the cooperation or joint sponsorship of the National Conference of Professors of Educational Administration, the U. S. Office of Education, and other appropriate groups or organizations which are interested in or concerned with such a study.

### **United Nations Appeal for Children**

American gifts to European nations offer us an opportunity to demonstrate

the significance and spirit of our American heritage. The plans of the United Nations in creating the United Nations Appeal for Children, as well as other properly authorized projects, are commendable. In keeping with our established policy, we refer the operations of the program to local school systems for individual consideration and assistance.

### Appreciations

Many persons have contributed materially to making the past year and the Los Angeles meeting of the Council of Chief State School Officers out-

standing. Special appreciation is given to the Honorable Rex Putnam for his vigorous leadership, to Dr. John W. Studebaker, and Dr. E. B. Norton, and other members of the U. S. Office of Education for counsel, and for financial assistance in connection with the work of the Planning Committee and Study Commission, to Superintendent Roy Simpson for arrangements and assistance, and to the personnel of special study groups and committees who, often at great personal sacrifice, made important contributions either as committee members or consultants.

## LIBRARY SERVICES

### National Plan

The *National Plan for Public Library Service*, recently issued by the American Library Association, has this aim: "An adequate, purposeful library should be brought into the life of every American." Why this should be done and how it should be done is set forth in this report prepared for the Association's Committee on Postwar Planning.

The committee summarizes the objectives of the public library as the promotion of enlightened citizenship and the enrichment of personal life. Insofar as a public library is able to achieve these purposes, it becomes an essential, social institution.

The analysis made by this Postwar Planning Committee shows, however, serious deficiencies in our public library service. Among those enumerated in the report are: Unavailability of libraries to some 35 million people, smallness of many library units, substandard service, personnel deficiencies, outmoded and outgrown buildings, insufficient income, and inadequate State library agencies.

To overcome these obstacles to universal and adequate public library service in the United States, the National Plan makes definite recommendations for the remedy of each of these deficiencies. For example, one of its proposals is that public library service be provided through about 1,200 large library systems which would serve the whole population well. There are now some

7,000 public libraries, many very small and inadequately financed, which serve one-third of the population well, one-third inadequately, and one-third not at all.

As the plan is stated by the committee, it is proposing "a Nation-wide minimum standard of service and support below which no library should fall." For attaining this goal, the plan places primary responsibility upon the local community, but it also calls for assistance from both the State and the Federal Government through carefully integrated special services and grants-in-aid. "All three levels of government," declares the committee, "should participate actively and steadily in advancing the plan."

### Observations on American Public Libraries

A recent visitor to libraries and library schools in the United States was Lionel R. McColvin, City Librarian of Westminster, London. His tour included libraries in English-speaking countries around the world. His observations on American public libraries are included in a paper "Some Aspects of the Public Library Service" published in the December 1947 issue of *The Library Association Record*. In his remarks on the library situation in the United States, Mr. McColvin referred to and gave some interpretation

of the large number of children and young people among the registered borrowers of libraries and the decline in library use as indicated by per capita circulation figures.

### Value of Joint Planning and Research

*Survey of Elementary School Library Services, San Diego County Schools, 1946* (published June 1947 as Curriculum Monograph No. 9, Elementary Education Series 3) is concerned with library resources and facilities in public elementary schools. The study was made through the Office of the Superintendent of Schools, San Diego County, in response to the request of the Association of San Diego County School Administrators. It illustrates the value of joint planning and research on a real problem.

Objective information included in this 83-page monograph is presented in the following order: The definition of desirable library service; surveys of existing service in (a) districts served by the county library and (b) independent districts; an evaluative summary and conclusions; and a proposed county organization for library service to schools (objectives, organization, housing, services, personnel, and financing the program).

### Listen and Learn

The teacher's handbook for the series "Listen and Learn," programs presented by Westinghouse Radio Stations WBZ and WBZA in cooperation with the Massachusetts Department of Education and the New England Committee on Radio in Education, contains a list of suggested readings as a part of each of the program outlines.

Sarah Allen Beard, Consultant of School Libraries and Work with Children and Young People, Division of Public Libraries, Massachusetts Department of Education, prepares these bibliographies.

### Library Trustees Institute

An Institute for Public Library Trustees was held at the University of Michigan early in December. According



an account published in the January issue of *Michigan Library News*, the principal speakers were Louis Schimmel, Director of the Michigan Municipal Advisory Council, and John A. Perkins, Budget Director of the State of Michigan.

Dr. Schimmel described the local and State tax situation in Michigan today and discussed the changes and problems due to the constitutional amendment which returns a large proportion of State taxes to townships, villages, cities, and school districts. He spoke of the need for revision of the Michigan Constitution and for a realignment of taxing responsibility.

Dr. Perkins talked on the relations between Federal, State, and local governments. He discussed the changes in community patterns, services, and financing that are making some units of government obsolete. He questioned the purposes and effectiveness of boards governing State and local functions, which brought out a discussion of the differences between the policy making and administrative duties of such boards. He also questioned the continuance of library boards.

Library trustees selected topics for the final discussions and chose, among others, the following: "What are the implications for libraries in the process of constitutional revision?" "Should the State Board for Libraries be done away with?" "What kind of library boards do we need in this State?"

### Library Service at State Level

The annual report of the Library Division of the Minnesota State Department of Education for the year ending June 30, 1947, emphasizes some problems and trends in the development of library service at the State level.

This Library Division, under the direction of Lee F. Zimmerman, has continued basic functions over the years and, as need prescribed, has added others. In a broad general way it attempts to do for libraries what other divisions within the Department do for schools. It serves as a clearing house for all library problems that arise in the State. It works for the reduction of bookless areas through larger service units in the form of county and regional

## Accredited Library Schools Announce Summer Training Programs

THE FOLLOWING accredited library schools have announced training programs for the summer session of 1948:

Atlanta University, School of Library Service, June 15-August 13.

Catholic University of America, Department of Library Science, June 28-August 7.

College of St. Catherine, Library School, June 21-July 30.

Columbia University, School of Library Service, July 6-August 13.

Emory University, The Library School, June 12-August 28.

George Peabody College for Teachers, Library School, June 14-August 20.

Kansas State Teachers College (Emporia), Library School, May 31-July 30.

Louisiana State University, Library School, June 4-August 6.

Marywood College, Department of Librarianship, June 28-August 6.

New York State College for Teachers (Albany), Department of Librarianship, July 6-August 17.

New York State Teachers College (Geneseo), Department of Library Education, June 28-August 6.

Our Lady of the Lake College, Department of Library Science, June 7-July 16.

Simmons College, School of Library Science, June 21-August 6.

Syracuse University, School of Library Science, July 5-August 14.

Texas State College for Women, Department of Library Science, June 2-August 26.

University of Chicago, Graduate Library School, June 29-September 4.

University of Denver, College of Librarianship, June 21-July 30.

University of Illinois, Library School, June 21-August 4.

University of Kentucky, Department of Library Science, June 14-August 12.

University of Michigan, Department of Library Science, June 21-August 13.

University of Minnesota, Division of Library Instruction, June 14-August 6.

University of North Carolina, School of Library Science, June 10-August 28.

University of Oklahoma, School of Library Science, May 27-August 28. (Courses offered in the College of Education for the summer session.)

University of Southern California, Graduate School of Library Science, June 21-August 28.

University of Washington, School of Librarianship, June 21-August 20.

University of Wisconsin, Library School, June 28-August 20.

Western Reserve University, School of Library Science, June 21-August 6.

library systems and the consolidation of existing small libraries into larger units for serving given areas. It regularly publishes useful materials in the professional interest of libraries and librarians.

The Division promotes standards in the administration of school and public libraries in much the same way as other divisions promote standards in the administration of the public schools.

Through counsel, specialized information, and advice, it points the way to library improvements. For better service results the Library Division functions through three separate, coordinate sections: (1) Public Libraries; (2) School Libraries; and (3) State Extension Library.

The director states that in the spring of 1946 emphasis was shifted from library inspection and technical assist-

ance to promotion and organization of county library units.

In the appended part of the report on school libraries, prepared by Ruth Ersted, Supervisor of School Libraries, the following statement about State aid is included: "The large grant is steadily replacing the many smaller earmarked aids in several States and the change apparently has not only not hindered school libraries but has improved them."

### Implications for Instructional Materials

"Library Services," to America's armed forces during World War II, is the subject of Chapter VII of *The Armed Services and Adult Education*. This monograph was prepared by Cyril O. Houle and others for the Commission on Implications of Armed Services Educational Programs appointed by the American Council on Education.

One of the implications for instructional materials reads as follows:

Those who took part in military programs will have an increased respect for print as a vehicle of communication, instruction, and recreation. Books of all types were used by men who had not used books before. Advancement in rating and increase in pay came chiefly through reading and passing examinations—though some other less respectable methods were occasionally used. Survival itself depended in part on learning information contained in books. Libraries were a chief means of recreation. The armed services editions went everywhere. In one area almost half the soldiers questioned said they had read one book of this series and about half of these said they had read at least five titles. Libraries particularly, but other agencies as well, can capitalize on this newly awakened interest in purposeful reading and in reading for information and recreation.

### Statistics Available

*Statistics for Some County and Regional Libraries, 1944-45*, which was released by the U. S. Office of Education in December 1947 as Statistical Circular SRS-30.3-127, was prepared primarily for the use of county and regional librarians and county administrators. The compilation includes only those libraries which were set up under State law to operate as county libraries or are

under county administration and which sent in reports on Form 8-071 to the U. S. Office of Education in response to its Nation-wide request for 1944-45 data.

The circular does not contain county libraries which obtain their service through contractual agreement with municipal public libraries or with other county libraries. It omits also those municipal public libraries giving some county service and listed in the Office's (a) statistical circulars covering cities with populations of 25,000 or more (Statistical Circulars SRS-30.3-106, 126, 17, 37) and in (b) Bulletin 1947, No. 12, on public library statistics for 1944-45.

This circular is available from the U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

### Cooperative Library Survey

The Southeastern States Cooperative Library Survey director, Marion A. Milczewski, arranged a 2-day progress and planning conference of the Executive Committee, the Advisory Committee, and consultants at Gatlinburg, Tenn., a few months ago.

The Southeastern States as a whole and the seven States of the Tennessee Valley have a group of library problems common to them all which librarians and others believe may be capable of solution if attacked jointly.

The Tennessee Valley Authority, through a contract relationship with the Tennessee Valley Library Council, is at present cooperating with the following nine States in a regional survey: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

The Tennessee Valley Library Council has secured from the library associations of the nine States official assurance of intention to assemble the desired amplified State data and to participate in the regional coordination of State data and action programs to (1) determine the kind of library service needed by the area; (2) measure existing library facilities and service against the need; (3) determine methods of assuring the region and States of the kind of library service they need.

The Executive Committee, with Louis R. Wilson, chairman, is composed of six representatives of the Tennessee Valley Library Council and is responsible for over-all management. Advisory Committee members are also chairmen of the State library survey committees of their respective States.

The State survey committees, appointed by the several State library associations, are responsible for: (1) collecting information in their own States to be assembled for the region as a whole; (2) determining, initiating, and administering the collection of additional information needed in the library program of their particular States; (3) devising and submitting to their State library associations plans for action programs based on an analysis and evaluation of information collected.

The comprehensiveness of the survey is indicated by the types of data being gathered. Statistical reports cover school, municipal, county, regional, hospital, institutional, and special libraries; libraries of institutions of higher education; and State, State law, and State supreme court libraries. Information is also being assembled on professional library training agencies; State library agencies; State library associations; and in special fields such as personnel, audio-visual materials, and service and community relationships.

It is planned that this survey will be completed in 1948.

### National Health Assembly

A NATIONAL HEALTH Assembly will be held in Washington, May 1-4. It will consist of representatives of public and private organizations and agencies concerned with various phases of the Nation's health.

Federal Security Administrator Oscar R. Ewing was requested by President Truman to develop feasible national health goals for the next 10 years. The Assembly is being called as a result of the President's message to Mr. Ewing.

Further reports of plans will be presented in future issues of **SCHOOL LIFE**.



# WITH THE U. S. OFFICE OF EDUCATION



Captain Macondray for the Navy presents citation to Commissioner Studebaker for the Office of Education.

## NAVY CITATION PRESENTED TO OFFICE

A United States Navy citation has been awarded to the U. S. Office of Education in recognition of service rendered in support of the Navy's Civilian Reserve Recruiting Program of 1947.

In presenting the citation to Commissioner of Education John W. Studebaker, the Director of Civil Relations, Captain A. Macondray, USN, said, "Let me take this opportunity to add my personal thanks for the inestimable assistance which you gave this office and the Reserve Recruiting Campaign by your endorsement of the program and by the close collaboration which the Office of Education furnished in the task of reaching educators throughout the country. The Reserve Program has attained a gratifying degree of success, which is owing in no small measure to your generous services. Your initiative in stimulating interest among those under your leadership is deeply appreciated."

The citation reads: "United States

Navy citation awarded to U. S. Office of Education for service rendered to the United States Naval Reserve, 1947."

## VOCATIONAL EDUCATORS MEET

Program planning in homemaking education was the theme of a working conference of some 225 home economics education workers called together by Edna Amidon, Chief of Home Economics Education Service, Vocational Education Division. The group met in Washington in February. Those present included heads of college departments, State and city supervisors, and teacher trainers from 26 States which constitute the North Atlantic and Southern Regions.

During the same week teacher trainers and supervisors of agricultural education in the Negro schools were meeting at Howard University, Washington, D. C.

These are two of a series of annual conferences cooperatively planned by the States and the Division of Vocational Education.

Other forthcoming conferences include:

Occupational Information and Guidance, Chicago, April 1-3.

Agricultural Education, North Atlantic Region, New York City, April 6-9, and Central Region, Chicago, April 12-16.

Business Education, National Workshop Conference, Washington, D. C., May 3-14.

Trades and Industry, North Atlantic Region, New York City, May 10-14.

## RECENT APPOINTMENT

Arthur L. Harris is now chief of the Surplus Property Utilization Program in place of Edward J. Braun, resigned. Dr. Harris has been with the program for 2 years, and during recent months has been serving as assistant chief. He took over his new duties in February, when Dr. Braun became consultant on studies and planning for the Arlington (Va.) School Board.

## Democracy Contest Winners

FOUR GIRLS from widely scattered parts of the country took top honors in the Voice of Democracy contest. The coequal winners are: Janet Geister, Cuyahoga Falls, Ohio; Laura Shatto, Hagerstown, Md.; Alice Wade Tyree, Lawton, Okla.; and Rose Ellen Mudd, Missoula, Mont.

Attorney General Tom Clark presented the awards which carried a \$500 scholarship with each. Commissioner of Education John W. Studebaker spoke at the presentation held in Washington, D. C. (Scripts by 4 of the 39 finalists appeared in *SCHOOL LIFE*, February 1948.)

## Britain's Marriage Guidance Council

NOT ONE university in Britain offers marriage courses such as those offered in many American colleges, said David R. Mace, general secretary, Marriage Guidance Council of England, in a recent discussion with staff members of the

Federal Security Agency. The only possible exception he cited was the University of Bristol, which recently offered a series of four lectures on marriage.

The difference between the two countries was described in this way: Britain has started with counseling and is moving toward education and research, while the United States has moved in the opposite direction. Family disintegration—measured by the criteria of number of divorces, separations, illegitimacy, and juvenile delinquency—has not gone so far in Britain as in the United States; yet it has advanced so far and so fast in recent years, according to Dr. Mace, as to shock the British people to the core.

The Marriage Guidance Council, which Dr. Mace heads, was started about 1938. It has grown rapidly, especially since 1943, until now there are about 100 local councils affiliated with the National Council in operation throughout Britain. The Council has no direct connection with the schools and does not include premarital family-life education in its present program. Its main objective is to provide counseling services for adults on marriage problems. It accepts only clients who are 16 years of age and over, the school-leaving age. In England sex education, as such, is largely the work of voluntary agencies. A few years ago, however, the Ministry of Education did authorize the schools to develop experimental courses and programs in sex education if they wished to do so.

In addition to the counseling services which it makes available, the Marriage Guidance Council has carried on for the past 5 years a steady program of public education with regard to the needs and problems of families and the causes of family break-down. It seeks to coordinate the efforts of both governmental and nongovernmental groups offering educational services to families and has recently worked out with the British Army an extensive program of sex education and marriage preparation. In discussing this phase of his work with the Inter-Divisional Committee on Adult Education of the Office of Education, Dr. Mace stated that approximately 70 percent of the men in the British Army are now under 21 years of age.

# Renewal of Progress in Teacher Certification

by Benjamin W. Frazier, Specialist for Teacher Education

**I**MPORTANT ADVANCES in teacher certification in a few States and minor but encouraging changes in many others are shown in reports to the Office of Education made in December 1947 by the 48 States and the District of Columbia. More planning for the future was conducted during the biennium 1946-48 than during any preceding biennium since World War II began. The changes and planning for future changes that were undertaken are of particular interest at this time because of their direct relationship to the widespread efforts of educational leaders to repair war and postwar losses in teacher personnel and to advance standards in the face of a continuing shortage of elementary, vocational, and special-subject teachers.

## Issuing Authorities and Agencies

In more than three-fourths of the States, all teachers' certificates are issued by the State board or department of education, the chief State school officer, or a State board of examiners. In the remaining States, most of the certificates are likewise issued by the foregoing centralized State agencies. In 11 States, however, county school officers and/or school officers in certain towns, cities, and institutions of higher education also issue certificates, usually under the authority of the centralized State certifying agencies, as follows:

1. *County or town issuance.*—Once a very common practice, only three States now permit county or town issuance: Illinois, Cook County, outside of Chicago; Missouri, where county authorities issue some certificates, under State control, regulations, etc.; and Massachusetts, where the full power of appointment is accorded to local town committees without State certification except for a few limited groups of teachers and administrators.

2. *City issuance.*—City school boards or other city school agencies or officers

are authorized, usually under the general authority of the State, to issue certificates directly to applicants in Colorado (all first-class districts including Denver for designated special subjects only), Delaware (Wilmington), Illinois (Chicago), Maryland (Baltimore), Massachusetts, Missouri (St. Louis and Kansas City), New Jersey, New York (New York City and Buffalo), and Oregon (Portland). Usually the requirements in these cities exceed the minimum requirements of the States in which the cities are located. In New Jersey, city certificates are additional to State certificates.

3. *College or university issuance.*—One or more State normal schools, State teachers colleges, State colleges, or State universities are authorized, under more or less State supervision, to issue certificates or to confer diplomas or degrees that in themselves may constitute certificates in Colorado (three State teachers colleges), Kansas, Missouri, and Washington. Usually the requirements for these certificates are higher than the State minima. During the past 2 years, one State, Idaho, discontinued college or university issuance.

## Bases of Issuance of Regular Certificates

Regular (nonemergency) certificates are issued upon three bases, variously among States, as follows:

1. *Upon college credentials.*—Every State issues one or more types of certificates upon the basis of college credits. Such credits may be earned in accredited institutions either within or without the State. Most regular certificates are now issued upon this basis.

2. *Upon examinations.*—In addition to their issuance of certificates upon the basis of college credentials, the following States also issue one or more types of certificates upon the basis of State, county, or local examinations: Arkansas, District of Columbia (bachelor's



and master's degrees required as prerequisites to examinations for elementary and high-school teachers, respectively), Florida (30 semester hours' college credit required as prerequisite), Illinois, Massachusetts (examinations by local officials authorized, but local authorization to teach on the basis of institutional credentials predominates), Missouri, Nebraska, North Dakota, South Carolina (combined with credentials), South Dakota, Tennessee, and Texas. During the biennium Iowa, Kansas, and Wyoming discontinued certification upon examinations.

3. *Upon out-of-State certificates, by exchange or reciprocity.*—Only a few States issue certificates in exchange for certificates issued in other States. States that issue exchange certificates usually demand that out-of-State certificates meet the requirements for the certificates issued as equivalents. They also demand evidence concerning the preparation received by applicants submitting out-of-State certificates for recognition. States issuing exchange certificates include: Delaware (conditional), Idaho (1 year only), Kentucky (provided Kentucky requirements are substantially met), Maine (provided requirements of other States meet those of Maine), Montana, Tennessee (permitted but in practice not issued), and Vermont (provided out-of-State standards are as high as Vermont's).

### **States Not Issuing Life Certificates**

States not issuing life certificates include: Alabama, Arizona, Arkansas, Delaware, District of Columbia, Florida (except for 1939 and earlier certificates), Maine, Maryland, Massachusetts, Michigan, New Hampshire (after July 1, 1948), New York, North Carolina (except to teachers who held class A certificates prior to 1931), South Carolina, Utah, Vermont, Virginia, and Washington.

### **Minimum Scholastic Requirements**

The minimum scholastic attainments required as prerequisites for certificates issued upon the basis of examinations in the 12 States still issuing certificates upon this basis are as follows, by number of States: No requirements specified, 4; graduation from high school, with or without high-school teacher-

training courses, 4; and 1 or 2 years of college, 4. The number of certificates issued upon examination is much smaller than the number issued upon a basis of college credits and is decreasing.

The minimum number of college years required for elementary school certificates issued upon college credits is as follows, by States: Graduation from high school or high-school teacher-training courses (i. e., no college credit earned), 5;  $\frac{1}{2}$  year, 1; 1 year, 7; 2 years, 13; 3 years, 7; and 4 years, 15. The District of Columbia requires college graduation plus an examination. However, some of the foregoing States, as previously indicated, issued a limited number of certificates on the basis of an examination that requires a lower prerequisite scholastic level than those just indicated. For example, Illinois requires 4 years as a minimum for certificates issued upon the basis of college credits only, whereas some certificates are still issued upon examinations for which a prerequisite of 2 years of college work is required.

In about 10 States it was still legally possible in December 1947 for at least some teachers with no college preparation to secure regular teaching certificates for service in the public schools. There were still 6 States in which teacher-training was conducted in high schools, and 2 States in which it was offered in 1- or 2-year county normal schools.

Throughout the war, no State scheduled any significant rises in minimum requirements. A few States have now resumed the practice.

The 15 States that in December 1947 required a minimum of 4 years of college work for the regular certification of elementary school teachers on a basis of college credits were: Arizona, California, Connecticut, Delaware, Illinois, Indiana, Louisiana, Maryland, New York, North Carolina, Pennsylvania, Rhode Island, Utah, Virginia, and Washington. In addition, the District of Columbia has a 4-year college degree requirement. A few other States have scheduled a 4-year requirement to become effective on various dates after January 1948.

Minimum requirements for junior high school certificates in the several States are the same as for elementary school certificates, high school certifi-

cates, or both kinds of certificates. Requirements may also be set on an intermediate level between the levels required for these two types of credentials.

Thirty-nine States require 4 years as a minimum for beginning teachers of academic high-school subjects. Four of the remaining States issue a limited number of certificates requiring 2 or 3 years as a minimum. Most of these certificates are issued to teachers in rural high schools, some of which are not accredited. Five States and the District of Columbia require 5 years of college work, or, in a minority of cases, the master's degree.

### **Professional Education and Student Teaching**

Requirements in professional education, which are made for nearly all elementary school certificates, vary so much among States and certificates that they cannot be summarized advantageously in this place. In general, they are distinctly higher than for secondary-school certificates demanding the same amount of college work in academic subjects.

Minimum requirements in professional education for inexperienced teachers of academic high-school subjects range from 9 to 27 semester hours, with an approximate median of 18 semester hours. Requirements vary greatly with the types of certificates issued. Requirements in student teaching and observation, now made by nearly all States, range from 2 to 10 semester hours in States having such requirements, the average being 4.3.

### **Minimum Age, Health, Citizenship, and Oath of Allegiance Requirements**

Thirty-eight States have minimum age requirements for certificating teachers. Requirements range from 17 to 20 years; 30 States require 18 years. More than half the States require proof of good health, although the proof required is slight in some cases. Twenty-four States require citizenship or declaration of intention to assume citizenship. The number in 1942 was 21. Twenty States require an oath of allegiance to the Constitution of the United States or of the State, or a pledge of loyalty; 19 made the requirement in 1942.

### Issuance of Emergency Permits

The number of emergency permits issued increased at a phenomenal rate from the beginning of World II until 1946-47, when a slow decrease set in. The numbers issued were, by years: 1940-41, 2,305; 1941-42, 4,655; 1942-43, 38,285; and 1943, 69,423. Thereafter, the partially estimated numbers held on given dates by teachers in service were: December 10, 1945, 108,932; and November 1, 1947, 98,645. Every State, exclusive of Massachusetts, which has no comprehensive certification system, and Rhode Island, issued emergency permits in 1947-48. The average number issued per State was approximately 2,100. One teacher in every 8 or 9 in the country as a whole held these substandard credentials. The total number of emergency permits in force in American schools in 1947-48 roughly approximates the total number of beginning teachers employed annually in normal times.

The 9 States reporting more than 3,500 emergency permits each were Alabama, California, Iowa, Kentucky, Michigan, Ohio, Tennessee, Washington, and Wisconsin. Their wide geographical distribution is noteworthy. Only 2 of these States regularly require a minimum of 4 years of college preparation for beginning elementary school teachers. Only 2 of them, California and Michigan, are among the 9 that pay the highest average annual salaries to teachers. The average annual salary paid teachers in the 9 States reporting the most emergency permits is estimated at about \$2,125, a figure which is below an estimated \$2,500 average for the country as a whole.

In answer to the request, "Indicate any significant changes made in emergency certification since December 31, 1945," the most significant change, as elsewhere indicated, was a 9.4 percent decrease during the past biennium in the number of emergency permits held by teachers in service. The decrease was much greater in the case of high school teachers than in the case of elementary school teachers. The second most significant change, reported by more than one-fourth of the States, was the establishment or raising of requirements for the issuance or the renewal of emergency permits. A few States

have set up special requirements for issuance, such as the requirement that the State board of education be petitioned for emergency certification or that all applicants be experienced teachers. Five States reported that they had definitely scheduled the elimination of permits by a specified future date.

In answer to the question, "State any plans that may now be announced concerning future changes in emergency certification regulations, requirements, and practices," at least half of the States reported more or less definite plans to eliminate, reduce the number of, or raise the requirements for permits. Several additional States expressed the hope that such advances could be made next year, especially on the high school level.

There were more signs of optimism in the reports concerning the elimination of emergency permits than in either of the two preceding biennial reports. It is significant, however, that about half the States reported no present plans for the elimination or reduction in the number of emergency permits.

### Tendencies and Trends in Regular Certification

In answer to the question, "Indicate any significant changes made in regular certification requirements since December 31, 1945," more than one-third of the States reported changes, although many of these were of a minor nature. One-seventh of the States had established, raised, scheduled for the future, or more definitely stated, requirements for student teaching made of prospective high school teachers. Nearly all States now have such requirements. General revisions of certification rules and regulations of varying significance were reported by Florida, Idaho, Kansas, Kentucky, Louisiana, and Vermont, and less extensive revisions by several additional States. Requirements for administrative, supervisory, or guidance officers were introduced or raised in Indiana, Kansas, Maryland, and Utah. These States, and in addition, Florida, Iowa, Louisiana, Michigan, and Vermont, and a few other States that have scheduled future raises, have set up additional scholastic requirements for one or more types of certificates required of classroom teachers. In Kansas, important legislation eliminated most statutory requirements for certification, and gave

the authority to handle certification matters to the State superintendent of public instruction, subject to the approval of the State board of education.

Although rises in scholastic requirements during the biennium were too slight to advance significantly the minimum that has prevailed since 1944 in each State on the elementary or secondary school level, Georgia, Idaho, Iowa, Kansas, Kentucky, New Hampshire, and New Jersey have scheduled advances that will eventually raise minima for elementary school teachers. At least three of these States have scheduled a 4-year minimum level for all new elementary school teachers within the next few years, and have thus increased the number of States having this requirement to at least 18. On lower levels, Iowa and Kansas have scheduled the early elimination of teacher-training in high schools.

In answer to the question, "State any plans that may now be announced for the future raising of standards of regular teacher-certification requirements," the States just mentioned plan to carry through the scheduled changes indicated and to continue the advances they have already made. In addition to those States, Connecticut, Delaware, Maine, North Carolina, South Carolina, South Dakota, Tennessee, Texas, Virginia, Wisconsin, and other States are definitely planning advances in various directions, through committee action, educational conferences, State department activities, and other means. Altogether more advances and planning for future improvements were reported during the past biennium than during any other 2-year period since the beginning of World War II. If teachers' salaries rise to levels that attract a larger supply of prospective elementary teachers to the profession, a marked future elevation of minimum certification standards may be expected.

Certification officers in most States will have for some time the huge task of bringing up to standard or eliminating holders of emergency permits. As the supply of fully qualified teachers increases, the administration of regular certification requirements, including those for the exchange or renewal of initial certificates, can be tightened up. It is a matter of some concern, however,



that the supply of prospective teachers now preparing for elementary school service remains inadequate, despite the fact that war service employment has largely ceased and that teachers' salaries have at least kept approximately abreast of the continued increase in living costs.

Outstanding trends in the issuance of regular certificates from 1940 to 1948 include the following, in addition to the more recent changes just indicated.

1. The continued centralization of the issuance of certificates in the office of the State board or department of education, or in the office of the chief State school officer, as shown in 9 States since 1940 by the discontinuance of the local issuance of regular certificates by school officials in counties, cities, or institutions of higher education.

2. The wartime relaxation of the requirements for in-service preparation as a means for extending or renewing certificates. Prior to the emergency period, in-service preparation was required oftener than at present to advance the levels of teacher preparation. There are signs at present that such requirements will soon be strengthened.

3. A decided tendency to break down more or less arbitrary requirements made of out-of-State teachers in respect to residence, work in State institutions, and specific courses peculiar to a given State.

4. Numerous adaptations of requirements and increased flexibility in their administration.

### Concluding Statement

Although only a minority of the States reported significant advances in certification, the reports from the 48 States as a whole were the most encouraging that have been received since the time of Pearl Harbor. Nevertheless, it is important to recall that certification requirements can be raised no faster than the supply of teachers and prospective teachers permits. This supply, in turn, is dependent upon the vocational attractiveness of teaching in comparison with other occupations that compete for college-prepared workers. Although gratifying, salary increases on an average have no more than kept pace with living costs to date, and improvements in working and service con-

(Turn to page 30)

## National Study of Uniform Basis for School Records and Reports

Nolan D. Pulliam, Specialist in State School Administration

**F**OR THE FOURTH time since 1909 a major cooperative effort has been initiated to provide the basis for the adequate and uniform recording and reporting of school data. For nearly 40 years educators have recognized problems relating to the handling of school data such as the improvement and understanding of terms commonly employed in school records, utilizing comparable quantitative measures, developing reporting forms including similar elements, and insuring the general availability of basic data at all educational reporting levels.

### Need for Continuing Study Recognized

The first of the series of studies devoted to this subject was begun in 1909 by the Department of Superintendence of the National Education Association in cooperation with the United States Bureau of Education, the Bureau of the Census, and the Association of School Accounting Officials. A committee of the Department of Superintendence prepared a report which was adopted by its sponsors and was published by the U. S. Bureau of Education as Bulletin, 1912, No. 3, entitled *Report of the Committee on Uniform Records and Reports*. It was published in various forms by the other three sponsors. The scope of this report is indicated by its section headings which were as follows: (1) Records and reports for State school systems; (2) records and reports for city school systems; (3) pupil records with special reference to the cumulative record card; and (4) the report of fiscal statistics. The committee recommendations included the proposal that " \* \* \* a permanent committee (be appointed) whose duty it should be to suggest from time to time such improvements in records and reports as may be determined by their study of the situation."<sup>1</sup> Thus, from the outset, recognition of the continuing need for

the study and modification of recording and reporting plans was evidenced.

The second study in the series noted was begun in 1925 and conducted cooperatively by the Bureau of Education, the National Association of Public School Business Officials, the Department of Superintendence of the National Education Association, and the National League of Compulsory Education Officials. The report of this committee was published in 1928 as Volume V, No. 5, Research Bulletin of the National Education Association, entitled *School Records and Reports*. With some slight additions and changes in content, this report was also published by the U. S. Bureau of Education as Bulletin, 1928, No. 24, entitled *Report of Committees on Uniform Records and Reports*. The enlarged scope of this report as compared with the 1912 study is indicated by its major headings which included items on:

RECORDS: Financial, pupil, census and attendance personnel.

REPORTS: Teachers to parents, superintendents and boards to county or State, State reports to the public and to the Federal Government.

FORMS: Reports of the U. S. Bureau of Education, agencies distributing.

BIBLIOGRAPHY.

The third in the series of cooperative studies of school records and reports, 1936-40, was initiated by the U. S. Office of Education at the request of the National Council of Chief State School Officers and with the assistance of a small grant from the General Education Board. Although this study was not fully completed owing to lack of available funds and the interference of war-emergency activities, it did result in the production and issue of a series of suggested forms, including: (1) Teacher's register of attendance; (2) teacher's and principal's periodic reports; (3) administrative unit report to county or State; (4) State report to the U. S. Office of Education; and (5) a series of forms on school transportation.

The committee report on school finance was issued in mimeographed

<sup>1</sup> U. S. Bureau of Education Bulletin, 1912, No. 3. U. S. Government Printing Office, Washington, D. C. p. 7.

form by the United States Office of Education as Circular 1940, No. 204, entitled *Financial Accounting for Public Schools* and as Bulletin No. 10 of the National Association of Public School Business Officials.

### National Committee Appointed

Meanwhile, the need for guidance of school personnel throughout the Nation in the maintenance and further development of adequate recording and reporting forms and procedures has continued to grow. The lack of availability of the reports of previous committees, which are now out of print, and the development of new areas in an evolving program of education, which require integration into the school recording and reporting plan, have combined to increase the present need for a comprehensive study embracing the entire scope of the school recording and reporting problem. In recognition of this need and in response to the requests of State Departments of Education and of the National Council of Chief State School Officers, in January 1948, Commissioner John W. Studebaker designated the following as members of a National Committee on the Cooperative Program on School Records and Reports to assist the U. S. Office of Education in planning and carrying out a 3- to 5-year study of this problem:

- HAROLD E. AKERLY, Business Manager, Rochester Public Schools, Rochester, N. Y. (Representing Association of School Business Officials.)
- T. J. BERNING, Assistant Commissioner, State Department of Education, St. Paul, Minn.
- WILLIAM G. ECKLES,\* Professor of School Administration, University of Maryland, College Park, Md. (Representing National Council on Schoolhouse Construction.)
- ARCH O. HECK, Professor of Education, Ohio State University, Columbus, Ohio.
- FRANK HUBBARD, Director of Research Division, National Education Association, Washington, D. C.
- WORTH MCCLURE, Executive Secretary, National Education Association, Washington, D. C. (Representing American Association of School Administrators.)
- E. L. MORPHET, General Consultant, State Department of Education, Tallahassee, Fla.
- A. W. SCHMIDT, Assistant Commissioner for Finance, State Education Department, Albany, N. Y.
- E. M. FOSTER, Research and Statistical Service, U. S. Office of Education, Washington, D. C.

\*Deceased.

H. F. ALVES, Chairman, Associate Chief, County and Rural School Administration, U. S. Office of Education, Washington, D. C.

### Cooperative Project Outlined

The committee held its first meeting in Washington, D. C., January 19-21, 1948. At that session the broad scope of the projected study was outlined and immediate steps to be taken by the U. S. Office of Education and the cooperating agencies were recommended.

As the study gains momentum, it is anticipated that it will involve the cooperative action of all State departments of education and of the several sponsoring agencies. The assistance of regional study groups, such as the Southern States Work Conference and other regional work conferences, is anticipated during the next summer.

As rapidly as funds and personnel of

the U. S. Office of Education will permit, analysis of record and report forms now in use in the several States and localities will be made. Thereafter, these analyses and selected forms will be made available to special subcommittees to be appointed by Commissioner Studebaker to study each area selected by the National Committee for special consideration.

The National Committee indicated that the study should result in publications dealing respectively with the areas of personnel, finance, and property, together with related special areas such as transportation and school lunch. It is a reasonable expectation that these publications will afford a new and more complete basis for the recording and reporting of essential school data by the several States and their local school units.

## Secondary School Reform In Chile

by Cameron D. Ebaugh, Specialist, International Educational Relations Division

CHILEANS for many years have been asking themselves "How can we improve our secondary schools?" Some 15 committees have been appointed by educational authorities at one time and another to study conditions and recommend modifications of the traditional study plans and curriculum. The Ministry of Public Education has issued innumerable announcements and circulars aimed at improving instruction at this level.

In 1945, only about 18 percent of those enrolled in the first year of secondary school reached the sixth and last year, and despite the fact that preparation for higher education was the principal aim, but 10 percent entered the university.

Experimental schools have functioned in Chile since 1920, and 20 of these were at the secondary school level with ministerial authorization to operate on the unit plan. They have sometimes managed, according to the school authorities, to do a fair job with the limited resources available; but their influence on the regular schools is reported as negligible. Now, however, the results of their experimentation are to be utilized. In 1945 the President of the Republic, through the Minister

of Public Education, issued a decree calling for the gradual reorganization of the nation's secondary schools and appointing a committee to study ways and means of effecting such a reorganization.

This decree recognized that the *liceo* (academic secondary school) aims solely at university preparation; that it fails to satisfy the needs, interests, and abilities of the pupils, who come from diverse types of the population; that the public demands training for character, citizenship, and vocation, as well as academic learning. The decree states further that it is time for the secondary school to provide education which will fit the student to solve increasingly complex problems, make judgments of his own, appreciate his physical and social environment, and guide his life toward higher goals for himself and his country.

### Plan for Reorganization

The committee appointed by the decree was requested to draw up a plan for reorganization not only of the program of studies but for the entire internal organization and administration of the secondary school—instructional



staff, methods, subject content, examinations, grading—all that might contribute to the success of the reorganization. The new plan was to be ready for adoption in March 1946, when the new school year opened.

The month after this decree was issued, the Chilean Government signed an agreement with the Inter-American Educational Foundation, Washington, D. C., whereby a 3-year cooperative program was set up for the gradual reorganization of Chile's secondary schools. Shortly after, specialists from the United States arrived in Santiago to serve as advisers in the work of reorganization.

The committee appointed by the Minister of Public Education prepared a detailed report consisting of two parts. The first had to do with the basic principles of the new plan; the second dealt with the procedures to be followed in putting the plan into effect.

The committee pointed out that such institutions as the home, church, press, motion picture, and playground all greatly influence the adolescent's development and that the school should serve as a selective screen for these influences and a guide in the pupil's all-round development. Emphasis must be placed on the development of habits, skills, attitudes, and ideals conducive to the cultivation of a way of life based on cooperation and respect for individual personalities. Close relationships must be established between thinking and doing and their results. The secondary school should cease to be regarded as a separate and special branch of education, but should be regarded as the natural continuation of the elementary school and a necessary prerequisite to professional and vocational study.

Instruction, says the committee, should therefore revolve around the fundamental problems of everyday life—the well-known “seven cardinal principles.” At the secondary level it should consist of carefully organized activities in the fields of health, social education, economic and vocational training, artistic and recreational interests, language, philosophy and science, mathematics, social studies, and the natural sciences. Pupil participation should be strongly encouraged in the organization and direction of every aspect of school life compatible with

their psychological and social maturity, and to this end adequate stimulation and guidance should be provided. In addition to activities organized in terms of fixed years or classes, there should be others organized on the basis of similar interests, abilities, and achievements, regardless of class membership.

### Three Types of Studies

To put these general principles into practice, the committees recommended a curriculum made up of three types of studies or activities. The traditional secondary school in Chile provides a 6-year course of post elementary instruction which is the same for all students. Under the new plan, some subjects are required of all students; others may be elected according to interest, ability, and need; still others are available to exceptional students in addition to their regular schedule of work. The following table gives the study plan of the new experimental secondary schools.

Program of studies for reorganized secondary schools

Subject	Hours a week, per school year					
	I	II	III	IV	V	VI
1	2	3	4	5	6	7
<i>Common to all</i>						
Social studies.....	4	4	4	4	4	4
Spanish.....	4	4	4	4	4	4
Natural sciences.....	4	4	4	4	4	4
Mathematics.....	4	4	4	3	3	3
Foreign language.....	4	4	4	3	3	3
Artistic education:						
Music.....	2	2	2	2	2	2
Plastic arts.....	2	2	2	2	2	2
Manual training or home education.....	4	3	2	2	2	2
Health and physical education.....	4	4	4	3	3	3
Total.....	32	31	30	27	21	21
Guidance and counseling.....	1	1	1	1	1	1
<i>Variable</i>						
Elective subjects.....	4	5	6	9	15	15
Total.....	37	37	37	37	37	37
<i>Complementary</i>						
Elective subjects.....	1-3	1-3	1-3	1-3	1-3	1-3
Total.....	38-40	38-40	38-40	38-40	38-40	38-40

The subjects included in the common-to-all program aim at developing the student's general cultural background throughout the 6-year course; but in the second cycle—the last 3 years—they also aim at educational and vocational exploration. In this part of the student's program, subject matter barriers are broken down appreciably. Social studies, for example, take in materials traditionally included in general history,

Chilean history, geography, civics, political economy, history of art and literature, psychology, and sociology. The natural sciences include activities in the fields of zoology, botany, biology, hygiene, chemistry, physics, geology, and cosmography. Manual arts and home education include dietetics; food preparation; care of the sick; exercises with cardboard, wood, and metals; repair work; interior decoration; and similar arts and techniques related to the life of the home and to industry.

New teaching procedures and new concepts of educational activity in the secondary school call for the usual activities, emphasizing the acquisition of knowledge, techniques, abilities and skills, as well as a planned program of related activities.

### Program of Related Activities

The new plan calls for a planned program of related activities. There will be classes taught by two or more teachers of different subjects. Students will engage in individual and group projects. There will be group counseling services, student government, clubs, excursions, community and school fiestas, supervised study, a physical education program, and other activities, to which all subjects of the common-to-all program make a definite contribution and in which participation is open to students of one or all classes in the school.

The 37 weekly hours required in the combination of the common-to-all and the variable programs make a heavy load, but it should be understood that both types of activities are included. The number of hours devoted to each subject in the common-to-all program decreases annually from the first to the sixth year, although it may never fall below 50 percent of the student's total weekly schedule. The hours given over to subjects of the variable program increase correspondingly from 4 in the first year to 15 in the fifth and sixth, according to counseling services, enrollment, the school curriculum, and conditions in the locality. In addition to general study of the student's educational and vocational possibilities, as indicated by records, tests, and interviews, 1 hour a week is scheduled for individual and group guidance. Exploration, orientation, and development of individual

interests are stressed in the first 3 years; guidance and preprofessional training receive increasing attention in the second 3 years.

Variable and complementary subjects may be elected in the first cycle as follows:

*First year*—4 hours of variable and 2 of complementary from the following 2-hour courses: Plastic arts I, Music or Dancing I, Industrial arts I, and Home education I.

*Second year*—5 hours of variable and 2 of complementary from the following 2- to 4-hour courses: Plastic arts II, Music or Dancing II, Industrial arts II, Home education II, Introduction to business I, Introduction to agriculture I, Second foreign language I (4-hour course).

*Third year*—6 hours of variable and 2 of complementary from the following 2- to 4-hour courses: Plastic arts III, Music or Dancing III, Industrial arts III, Home education III, Introduction to business II, Introduction to agriculture II, Second foreign language II (4-hour course).

In the second cycle, 4 different groups of variable subjects are provided—humanistic, scientific, artistic, and vocational. In keeping with the indications of the guidance services, the student devotes between one-half and two-thirds of the variable program hours to one of these groups (his major field), and the remaining half or third to one or two of the other groups (his minor). The following represents the minimum program that, according to the committee, should be provided by a small school of about 100 second cycle students.

#### *Humanistic group*

*Letters:* Grammar I and II, each 2 hours; General literature, Chilean and Spanish-American literature, First foreign language V, Second foreign language III, IV, and V, and Latin and Greek roots I and II, each 4 hours a week.

*Social studies:* Economics, 2 hours; History of Civilization I and II, History of Chile, Sociology, General and human geography, each 4 hours.

*Philosophy and psychology:* Introduction and history of philosophy and General psychology, each 4 hours.

#### *Scientific group*

Mathematics I, 4 hours, IIa, 3 hours, and IIb, 6 hours, and similar offerings in Biology, Physics, and Chemistry.

(IIa courses are designed for students who need more general knowledge of the subject; IIb courses, for those who wish to major in the subject.)

#### *Artistic group*

Plastic arts III, IV, and V, 8 hours; Music III, IV, and V, 8 hours; Literary composition

I and II, each 4 hours; and Dramatic art. 4 hours.

#### *Vocational group*

General vocational subjects I, II, and III, (carpentry, mechanics, electricity, radio, construction, etc.), 4 to 12 hours; Business I, II, and III (bookkeeping, secretarial work, typing, etc.), 4 to 12 hours; Home education I, II, III (dietetics, home economics, child care and nursing, weaving, dressmaking, etc.), 4 to 12 hours; and, where applicable, General agriculture I, II, and III, 4 to 12 hours.

In August 1945 a 6-week conference was held in the Federico Santa Maria Technical University in Valparaiso for the study of the principles of secondary school reform as set forth in the report of the planning committee.

#### **Another Presidential Decree**

A second presidential decree, March 1946, provided that administrative and instructional personnel for the new experimental schools should be selected from among those who had attended the Valparaiso sessions. The same decree provided for adoption of the new plan by seven schools in Santiago, where the committee will be able to supervise

the work conveniently and without extra expense. At the discretion of the committee, other schools will be permitted to adopt aspects of the new plan 1 or 2 years at a time until all secondary schools of the Republic are affected.

The new experimental schools are now functioning and the above programs are being tried out. Teachers and administrators in all sections of the country are watching developments with interest. Inadequately trained teachers and guidance officers will have to be coached in their work; parents will have to have the new educational approach explained to them; communities will have to be shown how to cooperate with the school, and the pupils themselves will have to overcome the traditional practice of committing everything to memory—a practice in which they have been trained from their first day at school. But the committee anticipates these problems and hopes to profit by experience. Much publicity has been given to the plan and many groups of parents and teachers are discussing it.

## SECONDARY EDUCATION

### **Guide for Planning Facilities**

*A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education* is now available from the American Association for Health, Physical Education and Recreation, 1201 Sixteenth NW., Washington 6, D. C. The price is \$1.50 postpaid, anywhere in the United States. Check or money order must be enclosed with each order.

This composite facilities guide represents the thinking of a group of authorities including school and college administrators and physical educators, community recreation leaders, architects, engineers, and city planners. It is the product of 2 weeks' intense efforts of about 65 people in a National Facilities Conference conducted on a workshop basis and sponsored by 14 organizations.

The guide is published primarily as an aid to school superintendents, their boards, park and recreation administrators and supervisors, architects, engineers, and city planners as well as

civic and professional leaders interested in functional planning of modern facilities for athletics, recreation, physical and health education.

The contents give principles, general suggestions, and recommendations on the following topics: Community planning relating to athletics, recreation, physical and health education; outdoor facilities, indoor instructional-recreational facilities, health service and health education facilities, service and administrative facilities, supplementary indoor facilities, swimming pools, stadium and field house, and general building features.

A brochure on college facilities is also expected to be available at an early date.

Frank S. Stafford, Specialist for Health Education, Physical Education and Athletics of the Division of Secondary Education, U. S. Office of Education, served as director of the workshop which produced the two above-named publications.



# WORKSHOPS IN FLORIDA ON FOOD FOR CHILDREN

by Florence E. Wagner and Vera W. Walker<sup>1</sup>

**S**UMMER WORKSHOPS for teachers in Florida had their beginnings several years ago, but they have greatly increased in size and number during the past 2 or 3 years. The demand for educational opportunities for teachers in service, together with the appropriation of funds for teachers' scholarships, led to the development of the field workshop held at various sections of the State as an extension service of the two State universities. These workshops, held for teachers from one or two counties, give the teachers who work together an opportunity to study their common problems and plan their programs for the coming year.

School lunch, as a part of an in-service training program, began with a situation in which an instructor, Mrs. Christine Tull, was provided by the Trade and Industrial Education Program to serve the conventional type of cafeteria lunch, more or less as a demonstration to school lunch personnel and to teachers attending the workshop. She had three groups of school lunch workers who worked 1 week each. They were given some instruction in nutrition and principles of cookery along with their preparation of food for the workshop.

This type of food service program soon developed into the more desirable plan for school lunch training as an integral part of the workshop program. In Pinellas County, in the summer of 1946, such a school lunch workshop was held in connection with a language arts workshop for teachers. It was directed by Mrs. Elizabeth Yearwood, Pinellas County School Lunch Supervisor, and financed by the Pinellas County School Board. There were 3 instructors for some 40 school lunch workers. A schedule was planned so that each worker spent two-thirds of her time in class work in marketing, nutrition, menu-planning, record-keeping, and the like, and one-third of her time in guided food preparation experiences. Lunches served to the teachers were of the recommended plate-lunch type, and a little nutrition information was provided in

the form of nutrition tidbits, attractive leaflets telling some interesting fact about one of the foods on the menu for the day.

A workshop having a similar organization and procedure was held in connection with the workshop for the "strawberry schools" of Polk and Hillsborough Counties in January of 1947. It was directed by the School Lunch Supervisors of the two counties, Mrs. Blanche Burns and Mrs. Audrey Davis.

During the summer of 1947, nine such workshops were held in connection with teacher workshops sponsored by the General Extension Division, the two State universities, the State Department of Education, and the County Boards of Public Instruction. Cooperating with the program were the State Board of Health, which lent one of its staff members, and General Mills, which provided funds for salaries of several school lunch and nutrition consultants for the workshops.

In all of these, the need for integrating school lunch with the total school program was seen as urgent in many school situations, and every effort was made to demonstrate by the workshop method some of the ways this can be done. General objectives for the school lunch aspects of the workshops were: To provide guided experience in planning, preparing, and serving food in quantity; to develop an appreciation of the characteristics of properly prepared food; and to develop an understanding of the nutritional and sanitary reasons for preparing food by the recommended methods.

## Organization of the School Lunch Workshop

The formal educational background of the school lunch workshop participants varied from fourth or fifth grade to some college work. This necessitated adapting the instruction to the level

<sup>1</sup> Respectively, School Lunch Specialist, Florida State Department of Education, and Nutrition Consultant, Florida State Board of Health.

which would meet the needs of all of the participants. Instructional methods were based on the premise that people learn best by doing, and a maximum amount of meaningful activity was provided.

The groups varied in size from 4 to 75 participants. It can thus easily be seen that dividing the group into 2 or 3 subgroups was in some cases necessary. Furthermore, in the actual food preparation classes, the number was limited to 6 participants to keep the learning situation as close to the actual situation as possible. The topics covered by each school lunch participant during the 3-week period included: Food preparation; purchasing; equipment—its construction, use, and care; record-keeping; sanitation; the value of the school lunch program in the total school program; personnel methods; and nutrition.

In order to obtain a glimpse of a workshop in action let us drive over to Smithville, where we will visit a typical county-wide workshop. As we walk into the front door of the local elementary school chosen as the site of the teacher-school-lunch workshop, we hear the buzzing of activity all around us. As we walk down the hall, we hear one of the staff members helping the Jonesville teachers work out a plan for the coming year as to how the many things they are learning in their classes in language arts, music education, community health, mathematics, child development, etc., during the workshop could best be carried out in the Jonesville School. Farther down the hall we see many of the teacher participants finger painting, learning how they can teach primary children to make pictures pleasing to the eye and expressive of a theme or feeling. We then ask where we can find the school lunch department and are told to proceed to the rear of the building. The delicious odors soon lead the way, and we enter the bright and cheery dining room, with its linoleum-topped tables and long wooden benches. On the wall are hung examples of art work suitable for decorating a school lunch department. In the kitchen we find five women, under the supervision of Miss Florence Wagner, School Lunch Specialist with the State Department of Education, busily preparing lunch for the workshop participants. In a

classroom of the school we find Mrs. Vera Walker, Nutrition Consultant for the State Board of Health, discussing the fundamentals of nutrition with the remainder of the school lunch workshop group. She is helping the women plan menus to include the basic seven food groups pictured attractively on the wall. Some of the menus planned will be used for the workshop; all are suitable for use in schools during the coming year.

After lunch we join the teachers and school lunch participants for their music appreciation period, and then accompany two of the school lunch participants to the wholesale food market where they make their necessary purchases for use in the school lunch food preparation classes.

We are told that before we arrived this morning, the school lunch workshop participants had joined the teacher participants in the morning devotional and general assembly periods. At the general assembly period, Miss Sally Kate Mims, a specialist in Child Development from a nearby southern State, spoke on "How Children Learn." This was typical of the exchange of information made possible in workshops through visiting consultants—each a specialist in his or her field.

At the Bay County workshop at Panama City there was, in addition to these typical activities, special instruction for teachers in methods of presenting "food for children" to elementary school children. Mrs. Mary Alice Banks, Professor of Elementary Methods in Nutrition at Indiana State University, was the consultant in charge of this aspect of instruction. She met with the teachers by grade groups and helped them to plan and carry on activities suited to children at various grade levels. These activities included experience in eating vegetables, in using different forms of milk, of studying plate waste in the school lunch department, and the like, always emphasizing the correlation of teaching nutrition with eating (and enjoying!) healthful foods. Emphasis was placed, too, on the joint planning of nutrition programs on a school-wide basis through cooperative efforts of all school staff members, including school lunch personnel.

Participants in these activities felt that they were extremely valuable and

expressed the hope, with which our State educators concur, that this type of experience be provided in future workshops.

### **Interpretation**

The integrated type of teacher-school-lunch workshop has resulted in a better understanding on the part of both teachers and school lunch personnel of the place of the school lunch in the total school program. Teachers have come to realize their responsibilities in teaching "food appreciation" and good food practices.

School lunch workers have developed a better understanding of the food needs of children and how to meet them with

foods of low to moderate cost, and of the methods of preparing food so that it will be healthful and appetizing. They have developed an appreciation of standards of quality for food, a certain amount of skill in purchasing and preparing food in quantity, an appreciation of the importance of adequate records, and a feeling of responsibility for the efficient and businesslike operation of a school lunch department.

School administrators, teachers, and school lunch personnel have become aware of the importance of cooperative planning for a school health program and of the responsibilities of each in carrying on a smoothly functioning program.

## **ELEMENTARY EDUCATION**

### **News Notes on Elementary Science**

**WORKSHOPS**, new courses of study, bulletins, conferences, and new curricula in teachers colleges all indicate the widespread interest in science in the elementary schools. Everybody says, "We live in a scientific age." An encouraging number of school people are taking steps to help pupils understand such an age and become adjusted to it. Following are but a few indications of this.

#### **A Museum Service**

For the past year the American Museum of Natural History in New York City has been cooperating with the New York City schools in a science curriculum research project to help teachers interpret and utilize a part of the natural environment of New York City.

Johanna M. Hopkins, assistant superintendent, and Jerome Metzner, science coordinator, New York City schools, have been primarily responsible for the study. A type-environment study was conducted of the meadow, an area in the New York Botanical Garden. A map locating the plant life, waterways, evidence of glacial action, and trails in this region has been made to assist teachers who take their classes to the museum for study.

The museum has prepared a special

ecological exhibit of a section of the meadow which shows how the glacier affected this area and the changes which have come about up to the present. The exhibit will be available for loan to schools visiting this area.

A manual is being prepared to give background information on the science resources of the area to teachers; to present the techniques involved in planning for, conducting, and following up excursions; to suggest classroom science experiences relating to the resources of the area; and to indicate implications for learnings in subjects other than science.

This study is suggestive of a project which may be carried out by teachers and pupils of any area. It also illustrates how a museum may cooperate with schools in furthering a common educational purpose. A copy of the map, "The Meadow—New York Botanical Garden," prepared by Dr. Metzner may be obtained without charge by writing to him: Department of Education, City College of New York, 17 Lexington Avenue, New York 10, N. Y.

#### **Science Club of the Air**

There are many ways to help children become acquainted with the things and forces which surround them. A study



of science is one of these ways. Through the *Science Club of the Air*, WOSU, Ohio State University, Louis Evans, the University School Science Consultant, is helping children of central Ohio become familiar with the methods of science and with the science in their environment. Each Friday at 1:45 p. m., Mr. Evans has a program based on such interesting topics as "The Seasons," "Foods Are Chemicals," "What Makes Weather," and "Animals That Lived Long Ago."

Cleveland, Ohio, public schools have a well-established radio program which is used both for teaching science and for in-service teacher training. Radio as a means of teaching science has much to offer which has not yet been explored and utilized.

## Smaller Schools Plan Their Own Programs

An increasing number of smaller school systems throughout the country are organizing science programs in their elementary schools. Certain similarities in their program planning seem worthy of comment. These schools believe that: (1) Local conditions (resources, pupil interests and backgrounds, teacher preparation, etc.) make it advisable to build a science program of their own or at least to make considerable change in any already existing programs used in other schools. (2) The planning involved when teachers and supervisory personnel work together pays great dividends as in-service education. (3) A course of study built cooperatively by teachers and su-

pervisors is much more likely to become an action program than one imported from another school or written in the supervisory office. (4) Teachers need help in building background materials in science subject matter and in-service voluntary meetings set up for this specific purpose are essential to a program. In these meetings there is opportunity to perform experiments and handle the kinds of materials which teachers plan to use with their pupils. (5) Whenever possible, certain teachers should be freed for a few hours a week to serve in leadership capacity in promoting this program. (6) The elementary and the secondary programs are both more successful if they are planned jointly, each considering the aims, content, and method of the other.

## Elementary Science Emphasized at National Meetings

The National Council on Elementary Science held a regional meeting in Cincinnati, February 14, and its regular annual meeting in Atlantic City, February 22. The program of the Cincinnati meeting was based on the questions: "How do experiences in elementary science contribute to growth and development?" "How do science activities help to bring about this growth and development?" and "How can classroom teachers improve in ability to teach science?"

The program of the Atlantic City meeting was built around the theme "Helping Teachers in Service." Dr. George Haupt, president of the National Council, presided at the general session of the conference. This organization is attempting to make itself more useful to the elementary teachers of the Nation. Membership in the Council is open to any interested teacher. Louise A. Neal, Colorado State College of Education, Greeley, Colo., is secretary-treasurer.

The annual convention of the Association for Childhood Education will be held in St. Louis, Mo., April 19-23. Two study groups in elementary science are on the program. One concerns "Using Science for Democratic Living," the other "Giving Children Science Experiences."

## Georgia Supervisors at Work

by Jane Franseth, Specialist for Rural Schools, and Mary Ellen Perkins, Supervisor, Jefferson County, Ga.



The State director of libraries helps supervisors and teachers learn about new books for children.

ONCE UPON A TIME a small eraser or some other object, agreed upon by the teachers in advance, was routed as quickly and as quietly as possible from teacher to teacher to announce the arrival of the supervisor in the building. The teachers found it necessary to be on guard when the supervisor arrived because she was the administrator's representative who told them what to teach and how. She came, usually unannounced, to visit the teachers and to evaluate the success with which each was able to carry out the administra-

tion's course of study. Many teachers feared the visits of the supervisor because their future depended so much on her evaluation of their work.

There was a time when this kind of supervision of schools was typical. Unfortunately, some of it is still going on. However, more knowledge about psychology of learning, an increased understanding of the meaning of democracy, and a different conception of the function of supervision have helped to change the kind of work done by the supervisor throughout the country.

The Georgia program of educating supervisors attempts to provide carefully selected prospective supervisors with the kinds of experiences which will make them better able to use the best that is known about psychology of learning and democratic living, so that their work will not be of an inspectional kind. The program provides many experiences which help to improve the supervisor's understanding of cooperative citizenship. It is itself a cooperatively developed program sponsored by the Georgia Teacher Education Council. It combines guided study and practice in supervision for prospective supervisors who have already demonstrated some superiority in teaching and leadership. There is a conscious attempt in this program to practice the principles implied in any cooperative enterprise. They learn to think of supervision as a technical service provided on a consultory basis. They learn to think of the improvement of teaching (as it is stated by Barr, Burton, and Brueckner<sup>1</sup>) not as a supervisory function in which teachers participate, but as a teacher function in which supervisors cooperate.

Through such a philosophy the supervisor has little power to get people to do things because of her title or position. For the newer conception of supervision, this is a good thing. It is not her job to see that teachers do things which the supervisor thinks should be done. It is her job to help teachers to think through what they consider best; and then, if they want it, help them do it. This does not mean that the supervisor operating according to this conception will have less influence if she really has "what it takes." She is called upon often because of her ability to help.

### **Ideals of Service Defined**

It is, of course, not possible for any supervisor to practice perfectly the principles in which she believes, but the kind of service the Georgia supervisors are trying to give the children, teachers, and patrons of Georgia is implied in the following:

I. They make themselves available and as desirable as possible to teachers

and principals as they need or want help. The resultant activities become more of a sharing of work and responsibility than an attempt of the supervisors to direct the lives of the teachers. It is assumed that the supervisor is one of the most able people on a staff and her help may therefore be thought of as technical service given on a consultory basis. Activities which are typical of practices in such a program are:

A. Teachers' conferences are planned by teachers in terms of their own needs and goals as they see them. The supervisor may be a consultant, but not a director.

B. When they are needed, committee members are appointed, not by the supervisor, but by the teachers and principals themselves or by someone authorized by them to take such leadership.

C. The supervisor invites teachers to meetings, but she does not direct them to come. Not many meetings, if any, are called "The Supervisor's meetings."

D. The teachers and principals help decide what the supervisor should do in the schools, and when she will visit them.

E. Unsolicited advice is given sparingly, if at all.

The following are typical of the kinds of assistance sought by Georgia teachers and principals: Help in diagnosing children's difficulties and planning work which more effectively meets their needs; help in using books on a wide range of reading levels; help in working with exceptional children; help in planning library, science, and art centers; help in finding or getting additional library books; help in securing and using motion pictures; help in making classrooms more attractive; help in carrying out reading readiness activities; help in teaching reading, social studies, science, health, and arithmetic; help with discipline problems. Many teachers and principals seek help from the supervisor on emotionally charged problems dealing with their relationships with other teachers, parents, adults, or children. The supervisor often serves as a safety valve for teachers who need to tell their troubles to an understanding person. In such cases the ability to listen without giving advice is an important qualification.

II. Supervisors serve as resource people in the field of human development. Through child study groups, the teachers are learning to better understand the behavior of children. As a result, more teachers are beginning to discuss children with reverence rather than with criticism. They try to explain behavior rather than condemn it.

Supervisors try to demonstrate through their own living that they understand behavior of adults. They know that the principles of child development apply to adult development as well. They understand, for example, that all behavior is caused, whether it is in adult or child, and that the causes are usually multiple. Supervisors who really believe and understand these principles tend to become more and more patient. They know that if teachers appear lazy, indifferent, selfish, gossipy, or ignorant, there are reasons. To understand the causes, or at least to believe that there are causes, often improves very definitely the way in which a supervisor works with teachers and other adults.

III. Supervisors are resource people who help to make it possible for schools to use many agencies in the improvement of education. They help schools make the best use of such resources as the county agricultural agent, home demonstration agent, health department, welfare department, and the library. They help make available to the teacher many sources of information for which the school has need.

IV. Supervisors help provide opportunities for teachers and principals to develop initiative and creative power. They help provide a psychological atmosphere which encourages teachers to try ways that seem to have promise for improving the school program. Aiding teachers in developing their own creative abilities helps them to know better how they might provide creative opportunities for children. The good supervisor neither dictates nor thinks up ways of getting teachers to do what she thinks should be done. She may serve as a challenger so that teachers will not miss opportunities to think critically, but the final act should be of the teacher's own choosing. The teacher should feel free to challenge the supervisor in her ideas in the same way.

<sup>1</sup>Barr, A. S., Burton, William H., Brueckner, Leo J. *Supervision*. New York, D. Appleton Century, 1947.



V. Supervisors serve as guides in cooperative planning. Teachers and principals have many common problems, the solution to which they must seek together. It may be, for example, that the teachers in a county want to work together to improve health. The supervisor as a consultant helps teachers to organize themselves so that the cooperative processes can function well. As she works with people, she is constantly aware of the following facts: Every individual's contribution is worthy of respect; there must be faith in the intelligence of the people involved to work out their own solutions; everybody has a right and an obligation to share in the responsibilities and corresponding privileges.

### **Program in Operation**

A report, made by an interne supervisor at the close of her first year, will serve to illustrate the principles which the Georgia supervisors try to practice. It illustrates the way in which one supervisor is growing into her job:

"My first contact with the teachers was in a 3-hour county meeting held four days prior to the opening of school. The principals had helped the county superintendent choose the supervisor, but the purpose of supervision was not clear to many of the classroom teachers. Because I knew this to be true, I planned a very short talk explaining the purpose of supervision as I had learned to understand it during my study of supervision at the University of Georgia during the summer. The following ideas were explained:

1. Supervision is not checking on teachers, sitting in classrooms observing, and then offering criticisms.

2. Supervision is planning with teachers, helping them to set their own goals, and helping them to plan ways to meet them.

3. The teachers and supervisor should work together to increase their understanding of children and promote the best development possible for them.

4. Supervisory service will not be compulsory, but it will be available to all teachers.

"To establish good working relationships with any group of people, young or old, I must understand the individuals in the group. This is what I said

to myself. I must understand each teacher, try to learn how far she has advanced toward her goals and help her to grow from where she is. I must know as much about the teacher—her home, her training, her interests, her school conditions, her goals—as it is possible to learn.

"Several group meetings were held at the beginning of the year. In each meeting, I reiterated the explanation of the supervisory program as I had explained it to the county group. Then the teachers and I planned ways that I might help them and when. Many of the requests made by the teachers had to do with individual problems.

"Through these discussions in the fall meetings, the teachers asked for songs, poems, stories, and games for their children. Many teachers asked me to teach some songs and poems and to tell stories to the children in their classrooms. I tried to meet their requests as well as possible. Some teachers asked for library books, pieces of wrapping paper for reading charts, and other materials. I tried to locate as much of this kind of help as I could. A summary of the kinds of activities engaged in most in attempting to meet requests of teachers throughout the year was: 1. Help in selecting books to meet children's needs. 2. Exchanging books between schools when not enough were available from other sources. 3. Giving talks at P. T. A. meetings. 4. Helping teachers use the slide and motion picture projectors. 5. Helping the county nurse examine children. 6. Helping teachers inform parents of children's physical needs. 7. Helping to initiate choral reading in school. 8. Helping to develop science centers. 9. Helping teachers and children write experience stories. 10. Helping teachers conduct children's excursions. 11. Helping teachers give reading tests and to interpret the results. 12. Helping teachers secure the kind of help needed by exceptional children—the crippled, the hard of hearing, the ones with poor vision, the emotionally ill, the mentally retarded and the gifted."

### **Common Problems Solved Cooperatively**

Many of the supervisory activities have to do with the teachers' individual

problems. However, teachers have common problems on which they can work together. One teacher reports that in addition to these individual experiences, there were group projects. There was a common desire for help in art, for example. As a result, a county meeting was held in which teachers used different art media; they later met in groups to plan what they could do to help children get experiences in the field of art. Consultants from the State department of education and the University of Georgia were also called in to help in this work. As a result of this meeting many teachers began providing the children with opportunities for creative experiences in the use of tempera paint, clay, and paper. Two schools had an exhibit of the art work done during the year. Each school contributed to a county-wide art exhibit. Several hundred patrons of the county visited the exhibit and expressed their interest in helping to expand children's experiences in the creative art.

Another common request in this county was: "Can't we do something to improve reading abilities of our children?" As a result of cooperative planning and working, the 8 schools secured loans of 100 books each from the State Library Extension Service. All teachers were furnished manuals to accompany reading texts. Slides showing reading centers developed in the Georgia schools were shown in 4 places in the county, and every teacher in the county was given an opportunity to see them.

Helping the elementary teachers to develop reading centers was a major problem because of the scarcity of interesting books, but books were found. Single copies of science, social science, health, and reading texts which were on the State-adopted list were secured from the State department of education. From these, some books were selected for each elementary classroom. The set in each case included books on different reading levels, many easy ones. A few library books were purchased. The available books were divided on the basis of the number of pupils enrolled. A few more than the number of pupils in the room were provided. In most instances when a box of books was brought to a room, the teacher, pupils,

and the supervisor planned ways to use them, to share them, and to take care of them. Reading centers were not developed in all of the rooms, but there are now some in every school. Not all of the teachers saw a need for reading centers. Some rooms were too crowded. The space was too limited for extras.

Reading problems became the topic for special study in one of the county teachers' meetings. Primary teachers wanted to learn how to make and use experience charts. The supervisor helped them share their own ideas about making them. She offered some ideas of her own. Upper elementary teachers received help from a reading demonstrator from one of the publishing companies. The high school teachers planned a testing program to help diagnose their reading problems. Later, the Iowa Silent Reading test was given to all high school children. The teachers then studied the results and began making plans to improve the reading in the high schools.

A counselor from the University of Georgia worked with the interne supervisor who made the foregoing report. She visited the county eight or nine times during the year. She sat with the interne supervisor many times to discuss ways of working with teachers and principals. She also helped by actually planning with groups, so that the new supervisor could observe her as she worked with teachers. All the help given by the consultant was determined by the requests made by the interne supervisor and the county staff.

The small eraser announcing the arrival of the supervisor is no longer necessary. More often than not, the supervisor arrives at school upon the invitation of a teacher or teachers, or principals, for the purpose of rendering some special service. Sometimes she stops at school to find out if there is any special service which she can render. Sometimes she asks for permission to observe a particular project in which she is interested. Sometimes a schedule of supervisory visits is planned by teachers and principals for a period of a month or so in advance. Evaluation goes on, but everybody concerned participates in it. Supervision is a service provided on a consultory basis to improve education for the rural children of Georgia.

## President Urges Federal Aid to Education

PRESIDENT TRUMAN in two messages to Congress during recent weeks has urged the acceptance, jointly with State and local governments, of Federal responsibility for extending the benefits of American education. These references occur in *The State of the Union* message, January 7, and in *The Economic Report of the President*, January 14. Pertinent passages from each message follow:

### From The State of the Union Message

Another fundamental aim of our democracy is to provide an adequate education for every person.

Our educational systems face a financial crisis. It is deplorable that in a nation as rich as ours there are millions of children who do not have adequate schoolhouses or enough teachers for a good elementary or secondary education. If there are educational inadequacies in any State, the whole Nation suffers. The Federal Government has a responsibility for providing financial aid to meet this crisis.

In addition, we must make possible greater equality of opportunity to all our citizens for an education. Only by so doing can we insure that our citizens will be capable of understanding and sharing the responsibilities of democracy.

### From The Economic Report of the President

With a higher average of competence required by our economy, the most urgent educational problems now center in the elementary and secondary schools. It is here that boys and girls receive their basic training and prepare themselves to absorb more specialized training.

The number of children of school age is increasing far more rapidly than had been estimated before the war. In 1940, there were 27.6 million children between the ages of 6 and 17; by 1955 there will be more than 33.3 million. By 1955, school enrollment should be more than one-third above the 1940 level.

In the face of this need, our educational plant is desperately inadequate. State school officials report minimum needs for 7.5 billion dollars of capital outlays for elementary and secondary schools—twice as great as total construction expenditures for all levels of education during the decade of the 20's. Due largely to low salaries, the number of trained teachers is not keeping up

with the increasing need. These shortages in plant and personnel are much more serious in some regions than in others. While the 10 States with the highest per capita incomes are spending about \$177 annually for each school child, the 10 States with the lowest per capita income are spending only about \$64.

This maldistribution of educational opportunities is both result and cause of differences in wealth and income in the several areas. Some of the States that are paying least per capita for education are devoting a higher percentage of their total revenues to educational purposes than others with higher per capita outlays. Federal aid to elementary and secondary education should contribute to that equalization of opportunity in various parts of the country which will fit our youth for living and working in the kind of economy that we shall have when they are grown.

A large proportion of the young people who are now crowding the elementary schools will progress through high school and enter college after 1955. They will replace the veterans who are now in college. Compared with an enrollment of 1.4 million when the war started and a current enrollment of 2.4 million, we should now plan for an enrollment by 1960 of 4 to 5 million students in an expanded and improved system of higher education.

I urge the Congress to consider a comprehensive program of Federal aid to education and to enact immediately assistance to elementary and secondary schools.

## Teacher Certification

(From page 21)

ditions have also been relatively modest. The competitive place of teaching in the employment market is still not very favorable. Consequently, the supply of newly prepared teachers and of teachers in preparation is still inadequate to meet the present and future needs of the elementary schools, where approximately two-thirds of all public school teachers are employed. Only if the campaign of public information which has been so helpful in leading to recent modest gains in the improvement of teaching service is continued with vigor, is there real promise for widespread and important advances in teacher certification standards during the next biennium.



# EDUCATORS' BULLETIN BOARD

## NEW BOOKS and PAMPHLETS

### Adult Education

*The Armed Services and Adult Education.* By Cyril O. Houle, Elbert W. Burr, Thomas H. Hamilton, and John R. Yale for the Commission on Implications of Armed Services Educational Programs. Washington, D. C., American Council on Education, 1947. 257 p. \$3.

Analyzes the experiences of the Armed Services in their several off-duty educational undertakings and studies their implications for the advancement of civilian adult education. Topics of special interest include correspondence study, direct individual and group instruction, Army posthostilities schools, orientation and information, literacy training, guidance and motivation, investigations and evaluation.

*Letter Writing for You.* By Marguerite Tolbert and Sarah Withers. Columbia, S. C., State Department of Education, 1947. 111 p. Illus.

Presents a bulletin to be used by the teacher and the student. The authors have geared the content to the interest and abilities of adults who are in need of remedial work in letter writing and other related topics in English.

### Mathematics

*"Arithmetic 1947."* Papers Presented at the Second Annual Conference on Arithmetic Held at the University of Chicago, June 30, July 1 and 2, 1947. Compiled and edited by G. T. Buswell. Chicago, The University of Chicago Press, 1947. 73 p. (Supplementary Educational Monographs, No. 63). \$1.50.

Emphasizes teaching; aims to show how the best in present educational theory may be exemplified in practices of teaching arithmetic.

*Surveying Instruments, Their History and Classroom Use.* By Edmond R. Kiely. New York, Bureau of Publications, Teachers College, Columbia University, 1947. 411 p. Illus. (19th Yearbook of the National Council of Teachers of Mathematics.) \$3.

Traces the history of surveying instruments from the earliest times, discusses the development of practical geometry in the

schools, and the applications of geometry, trigonometry in simple surveying. A comprehensive bibliography is appended.

### Spiritual Values

*Spiritual Values in the Elementary School.* Twenty-sixth Yearbook, Washington, D. C., Department of Elementary School Principals, National Education Association, 1947. 351 p. Illus. (The National Elementary Principal, Vol. 27, No. 1, September 1947). \$3.

Considers spiritual values as including ethical, esthetic, and emotional experiences that help to elevate and liberate the human spirit. Designed as a case book of practice rather than a discussion of theory. Describes school programs representative of the thought and effort now being given in the elementary schools of the United States to spiritual values through experiences in good living.

### "Education for Our Time"

Survey Graphic, November 1947. Special Issue: *Education for Our Time*. 60 cents single copy. (Address: Survey Graphic, 112 East 19th St., New York 3, N. Y.)

This issue is devoted to the American educational system today and its postwar responsibilities. Includes articles on all phases of education, the preschool years, maladjusted children, the high schools, the campuses, adult education, UNESCO, and "the long view—education must save freedom, the enduring goal."

## RECENT THESES

These recently received theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

### Textbooks

*The Catholic Church and History Textbooks in the United States.* By Cornelius K. Hannigan. Master's, 1947. Boston University. 64 p. ms.

Discusses Catholic textbooks prior to 1840; early Catholic history textbooks, 1840-1880; Protestant reaction, 1880-1900; and Catholic and history textbooks in the twentieth century. Concludes that both Protestants and Catholics are seriously concerned with the teaching of history to children in the schools and have tried to see that their textbooks contain what they believe to be historical truth.

*The Civil War Period in the Widely Used Junior High School American History Textbooks.* By John D. Koontz. Master's, 1947. George Washington University. 118 p. ms.

Studies the personages, dates and battles, the supplementary reading lists recommended for pupils in 10 recently published junior high school American history texts with the idea of compiling a bibliography of pupils' readings on the Civil War.

*A Determination of the Principles and Experiments of Physical and Biological Science Found in Four Ninth Grade Textbooks of General Science.* By Manning S. Case. Master's, 1947. Boston University. 94 p. ms.

Develops criteria for the selection and analysis of the four general science textbooks. Reveals that some authors of current texts of general science still attempt to teach factual matter without showing its relationship to principles of science; and that textbooks are written to be used in any section of the country rather than being adapted to specific regions.

*Fables, Fairy and Folk Tales, Myths and Legends in Selected Third Grade Readers.* By Mary B. Lucas. Master's, 1947. George Washington University. 57 p. ms.

Analyzes 30 third grade readers published between 1887 and 1946, studying 10 books published in each of the periods: 1887-1903, 1907-1926, and 1927-1946.

*Making the American Mind. Social and Moral Ideas in the McGuffey Readers.* By Richard D. Mosier. Doctor's, 1946. Teachers College, Columbia University. 207 p.

Gives a brief sketch of the life of William H. McGuffey and the social and cultural background of his readers. Finds that the readers deal with a heritage of ideas much older than the readers themselves. Concludes that they are the studied and articulate reflections of a civilization dominated by middle-class ideals.

*A Study of Selected Phases of Fifth Grade Reader Content, 1890-1945.* By Helen R. Maguire. Master's, 1947. George Washington University. 63 p. ms.

Studies the use of selected literary writings, fairy tales, legends, fables and myths included in 30 fifth grade readers published during the periods: 1890-1900, 1918-1928, 1935-1945.



## U. S. Government Announces

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

### New U. S. Office of Education Publications

#### School Transportation Insurance. Legal Bases and Current Administrative Policies.

Washington, U. S. Government Printing Office, 1948. 34 p., illus. (Pamphlet No. 101.) 15 cents.

One of a series of reports which collectively represent a comprehensive survey of the field of pupil transportation. Sets forth the transportation insurance situation in each of the States, primarily its legal status as indicated by statutory law and court decisions.

#### Index, School Life, Volume XXVIII, October 1945-July 1946.

Washington, U. S. Government Printing Office, 1947. 12 p. Free.

### New Publications of Other Agencies

#### DEPARTMENT OF AGRICULTURE

##### The Use of Disinfectants on the Farm. By Frank W. Tilley, Bureau of Animal Industry.

Washington, U. S. Government Printing Office, 1947. 17 p. (Farmers' Bulletin 1991) 10 cents.

Indicates briefly the properties and uses of some disinfectants that are commonly used about the household and the farm but does not attempt to cover the entire field.

#### DEPARTMENT OF LABOR

##### Occupational Guide Series. Prepared by the United States Employment Service.

Washington, U. S. Government Printing Office, 1947-48. 5 cents per part; special quantity rates.

Counseling tools consisting of two folders on each occupation—(1) a job description and (2) labor market information. It is planned to issue descriptions of approximately 75 occupations; more than 25 have been completed. Professions are not included.

##### Equal Pay for Women. Prepared by the Women's Bureau.

Washington, U. S. Government Printing Office, 1947. 8-page folder. (Leaflet No. 2, 1947.) Single copies free from Women's Bureau; \$1.75 per hundred from Superintendent of Documents.

Outlines the principles of a rate based on the job and of equal-pay legislation.

#### DEPARTMENT OF STATE Cooperation in the Americas; Report of the Interdepartmental Committee on Scientific and Cultural Cooperation, July 1946-June 1947.

Washington, U. S. Government Printing Office, 1948. 146 p. (Publication 2971; International Information and Cultural Series 1.) 40 cents.

Discusses scientific and technical projects, loan of experts and technicians, exchange of persons, cultural centers, United States libraries, American schools, exchange of special information and materials, laws and agreements, summary of programs of the year.

#### Nazi-Soviet Relations, 1939-1941: Documents from the Archives of the German Foreign Office.

Washington, U. S. Government Printing Office, 1948. 362 p. \$1.

Includes political relations documents published in full for the first time, texts of agreements.

#### LIBRARY OF CONGRESS

##### Rules for Descriptive Cataloging in the Library of Congress. Descriptive Cataloging Division. Preliminary Edition.

Washington, U. S. Government Printing Office, 1947. 125 p. 50 cents; order from Card Division, Library of Congress.

Rules presented make possible extensive study and criticism by the library profession.

#### The Story Up to Now; The Library of Congress, 1800-1946. By David C. Mearns.

Washington, U. S. Government Printing Office, 1947. 226 p. (13 illustrations and Index.) Free.

"Reprinted from the *Annual Report of the Librarian of Congress for the Fiscal Year Ending June 30, 1946*, with the addition of illustrations and a slight revision of text."

#### PRESIDENT'S COMMISSION ON HIGHER EDUCATION

##### Higher Education for American Democracy; A Report of the President's Commission on Higher Education.

Washington, U. S. Government Printing Office, 1947-48.

Vol. I. Establishing the Goals. 103 p. 40 cents.

Vol. II. Equalizing and Expanding Individual Opportunity. 69 p. 35 cents.

Vol. III. Organizing Higher Education. 74 p. 30 cents.

Vol. IV. Staffing Higher Education. 63 p. 25 cents.

Vol. V. Financing Higher Education. 68 p. 25 cents.

#### Juvenile Delinquency

LOCAL ACTION for the reduction of delinquency is being urged by the National Conference on Prevention and Control of Juvenile Delinquency.

In A PROCLAMATION President Truman has called "upon the people of the United States, in their homes and churches, in the schools and hospitals, in social welfare and health agencies, in enforcement agencies and courts, in institutions for the care of delinquent juveniles, and in their minds and hearts, to act, individually and together, for the prevention and control of juvenile delinquency, so that our children and youth may fulfill their promise and become effective citizens in our Nation."

The President further urges prompt response to the call of the National Conference on Prevention and Control of Juvenile Delinquency by preparing for, and holding, during April this year, State and community conferences throughout the country, on the general pattern of the National Conference.